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ABSTRACT

Designed to assist administrators of staff development programs for personnel engaged in Illinois' summer educational programs for migrant youth, this guide contains suggestions for a 2-day intensive staff inservice program. Providing a continuum of difficulty to allow selection of activities and levels most appropriate to local needs, the guide details specific activities to be planned, resources to be utilized, and practical suggestions for maintaining focus on the major goals of a life-centered program (career development, basic skills, and impacting the family). The guide provides suggestions for understanding the migrant culture, family, and student; understanding career/vocational development concepts and activities; infusing personal and social skills into the basic academic areas; helping the student become a resource person for the family; examining ways to orient youth to their working futures; involving parents in the educational program; organizing career/vocational experiences within accessible community resources; evaluating students and reporting through the Migrant Student Record Transfer System; discussing the first week's plans; building self-confidence; communicating with adults about work; projecting into the future; preparing instructional resource units using the contract approach or a focusing unit; and evaluating the staff development program. Appended illustrative materials provide basic back-up information and forms. (CM)

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Staff Development Guide

Life Centered Education

For Migrant High School Students

RC 013096

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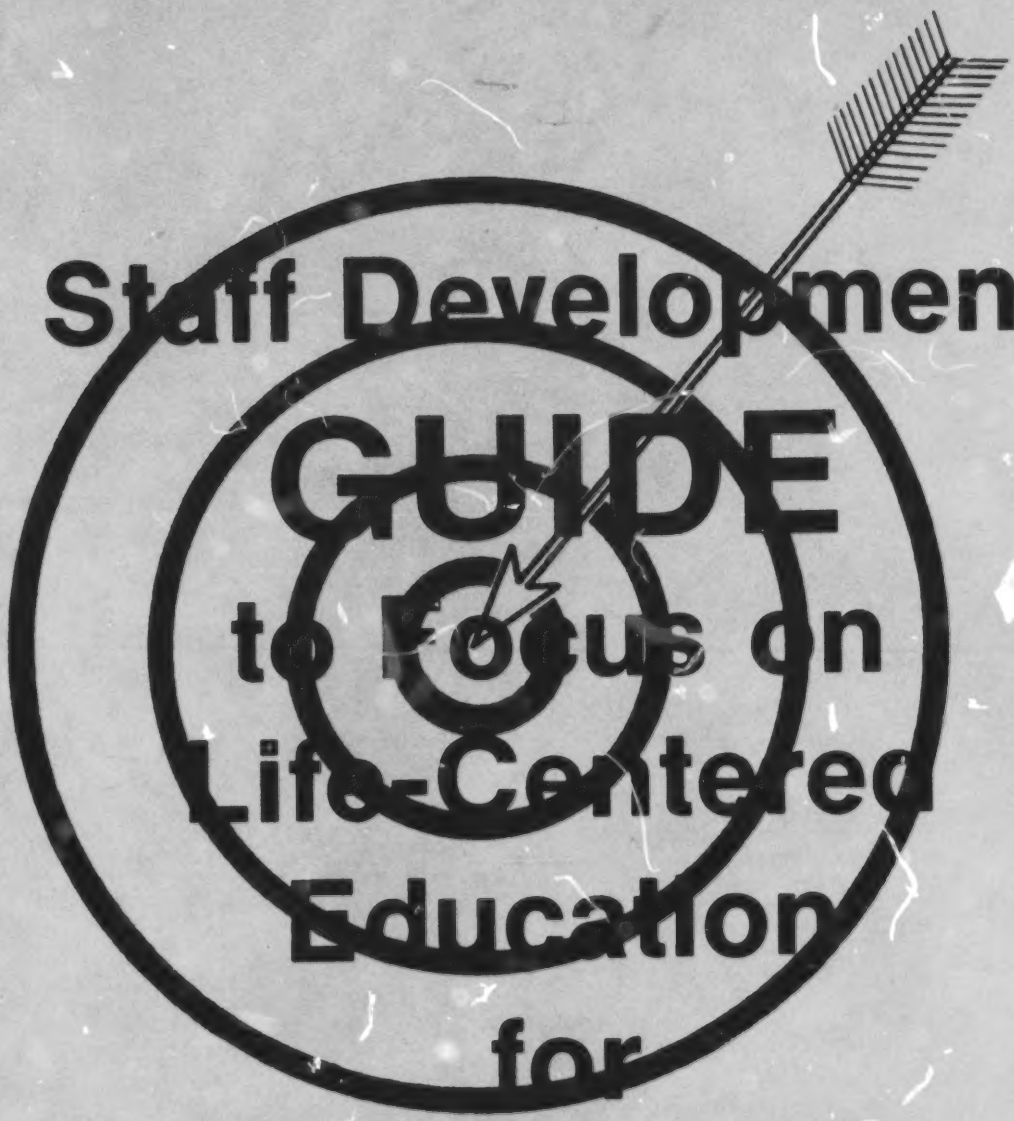
Staff Development



GUIDE to Focus on Life-Centered Education for

Migrant Youth

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October 1, 1981

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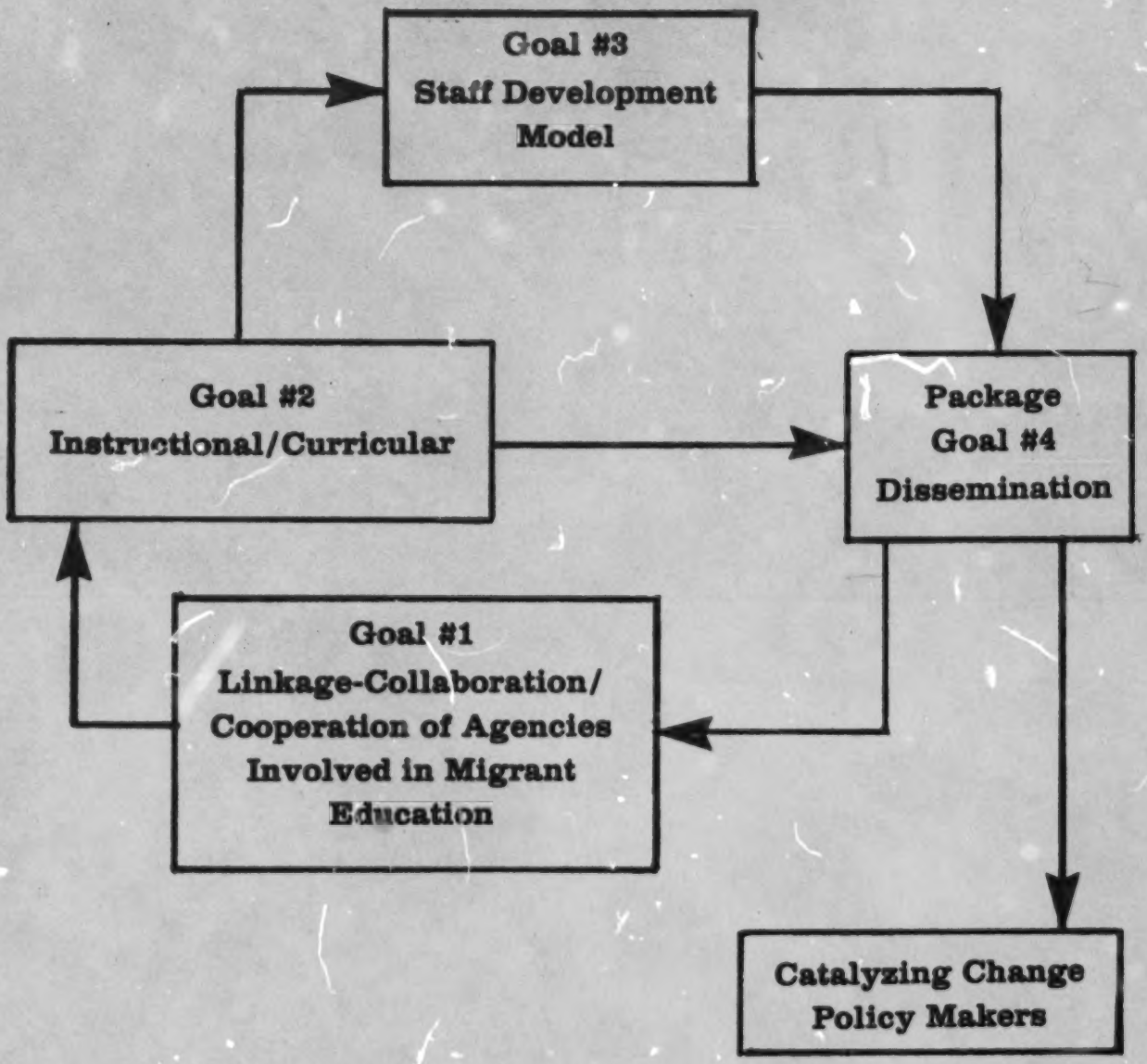

GOALS, STAGES, AND RELATIONSHIPS: A SYNERGISTIC MODEL FOR MIGRANT YOUTH EDUCATION CETA LINKAGE PROJECT

FOREWORD

A need for a staff development guide to more effective career education for migrant youth has been expressed by many practitioners in the field. This guide is the first attempt to meet that need, to formalize in-service for staff working with migrant youth in the state of Illinois.

A product of an EDUCATION/CETA LINKAGE project, the research and development was conducted as the DeKalb Migrant Program initiated its new focus on life-centered education during the spring and summer of 1981. Born under fire, the result of real people's experiences in trying to effect a major shift in the education of migrant youth, and shaped to present an integrated action approach to educational change, the guide provides a place to stand. It invites immediate decision-making.

Administrators of educational programs for migrant youth now have plans and choices in definite form. Their management of the improvement of their program's effectiveness should be greatly enhanced.

Two new ideas at one time, a formal staff development program and the implementation of career development through life-centered education, may seem a lot to undertake at first glance, especially to new administrators of education programs for migrant youth. However, the two ideas interlock tightly. The innovation of career development through life-centered education requires refocusing and new learning, to be sure, but the innovative thrust itself provides a clear focus for a structured staff development program. Each idea complements the other, making each stronger than if presented separately.

The chapters detail specific activities to be planned, resources to be utilized, and practical suggestions for maintaining focus on major goals. Illustrative materials in the Appendices provide basic back-up information and forms. Several activity sheets and forms have been designed so they may be copied for distribution to staff members. The guide is an action-oriented document.

The 1981 DeKalb Migrant Program staff included Julie Carr, Reynaldo Cave, Mike Downey, Mike Elias, Amanda Frias, Janice Higgins, Diane Lueck, Esther Lundeen, Elaine Nelson, Oscar Ruiz, Barbara Spangler, Richard Spangler, Diana Staffen, and Gail Wnek.

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The ideas in this material should not be interpreted as expressing official policies of the DeKalb Community Unit School District 428, the Illinois State Board of Education, the Illinois Migrant Council, CETA, or any other state or federal agency. All plans, procedures, and policies in this guide are products of the work of people in the EDUCATION/CETA LINKAGE project: LIFE-CENTERED EDUCATION FOR MIGRANT YOUTH. The project materials were designed to inform and to act as a catalyst for change.

Walter Wernick

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Chapter One

INTRODUCTION

This guide is designed to assist people in charge of staff development programs for personnel engaged in summer educational programs for migrant youth in Illinois. As explained in the Foreword, it is addressed to new directors and/or experienced directors who are trying to pull together many loose ends of their inservice into a more organized plan. Suggestions are for a two-day intensive staff inservice program. The staff development program detailed in this guide is primarily intended to help staff focus on the most significant and most difficult work they will have to do during the educational program.

This guide is neither a complete course for neophytes nor a comprehensive survey of career development for migrant youth. It should be considered as yeast to start and stimulate, not as a text with all the content and answers. This guide offers practical methods to introduce staff to key concepts in a life-centered program for migrant youth. It contains a variety of workable activities that a staff member can implement immediately.

The level of sophistication reached in each use of any staff development program will depend on the background of the staff involved. Within this guide will be found a continuum of difficulty so directors may choose activities and levels most appropriate to their local needs.

Components found within include:

1. Understanding the migrant culture, family, and student.
2. Understanding career/vocational development concepts and activities.
3. Infusing personal and social skills into the basic academic areas.
4. Personalizing through conferencing and small group instruction.

5. Helping the student become a resource person for the family.
6. Examining ways to orient youth to their working futures.
7. Involving parents in the educational program.
8. Organizing career/vocational experiences within accessible community resources.
9. Working as a member of a professional team during the summer program.
10. Evaluating students and reporting through the Migrant Student Record Transfer System.

It is assumed all migrant education projects are need-oriented. For example, students with health problems will, no doubt, have those needs attended to first. The life-centered thrust of this guide focuses on career development, basic skills, and impacting the family. Yet, staff in summer programs must act to help youth survive and cope with their immediate life situations. The necessities of life come first.

Sometimes much time and energy are expended within an educational program to meet personal needs, but this guide starts with educational needs and remains with educational concerns throughout. The following activities focus on key components of a life-centered educational program. This is to establish stability, trust, and focus for collaborative teaching relationships so work can proceed on a high professional plane.

Why a life-centered approach?

To avoid drifting, alienation, and exploitation!

Lacking confidence to do anything to change themselves or their situation -- and often deficient in basic skills, vocational experience, and knowledge of ways to affect personal and social change -- migrant youth drift into jobs or social situations and are soon alienated and exploited. They suffer and society suffers. Our aim is to make a wholesome difference in their lives -- now and in the immediate future -- and to do it through education.

Education can be an agent for change, but the process needs leadership. Your role as director of the staff development program will be crucial. The suggestions, forms, questions, and sample activities in this guide are only resources, only back-up information. Personal effort will be needed to help the people in your program gain their education, to come alive.

There is no other way to staff development. Planning has to focus on changes within people -- yourself as well as your colleagues.

Chapter Two

METHODS AND ACTIVITIES

The methods suggested are participatory. Discussions, simulations, and worksheets are designed to stimulate personal open-ended inquiries, helping people to find out rather than being told.

1. They encourage a high degree of personal involvement.
2. They increase the motivation to bring teaching performance to a high level of quality.
3. Realism is brought to bear on what might otherwise be rather remote and complex problems.
4. Resources can be shared and collaborative teaching encouraged.
5. Independent views and values can be expressed while techniques of teamwork are tried and discussed.
6. Individual commitment to an overall plan will be strong because individuals contributed to its development. Staff will "own" the program, respect it, and work for its fruitful fulfillment.

"As you are taught, so you will teach" serves as a model. Staff will learn about themselves, the world of work, their relationships with other people, migrants, and educational practices. While they are engaged in exploring and challenging ideas they will be focusing on career/vocational development and discovering ways to enter the migrant youth's lifespace. Built into the activities of this guide is learning how to teach basic skills, career development, and how to give guidance to youth so an effective transition can be made from school to the world of work. A lot of information is packed into a short period of time.

The approach is kaleidoscopic because the educational program for migrant youth must be seen in that dimension, too.

Note how the activities lead immediately to practical planning so the evils of "information overload" are lessened. Careful monitoring of all activities should help you to intervene, modify, and move on to keep the energy level high.

It has been said that innovation is exciting and comparatively easy, whereas implementation is difficult. This guide will bring a staff to exciting times -- and times when the problems seem almost insurmountable. The guide is not a panacea; it is merely a guide. When education becomes an agent for change, the path is often through treacherous terrain and the progress one makes is related more to courage than to sympathy.

Do not "sell" the teacher's work in a summer migrant education program as easier because classes might be smaller or because there are many supportive personnel accessible for direct help. Allow your staff to meet and confront realities. The truth of life is a great motivator, often yielding beautiful insights and workable solutions to significant human problems.

The most effective staff learning will come about when your people learn by discovering for themselves. Don't tell them how much they have to learn or how much you have to do. The program will require hard work from people who care, but your staff must decide on their own to care. You can not force them to be motivated.

AN OVERVIEW OF

ACTIVITIES FOR A TWO-DAY STAFF DEVELOPMENT PROGRAM

(NOT INCLUDING INTRODUCTIONS AND SOCIAL EVENTS
TO HELP THE STAFF WORK IN A FRIENDLY ATMOSPHERE)

Time	Activity
1½ - 2 hours	1. Meet with staff from Illinois State Board of Education, CETA, Illinois Migrant Council, and other agencies dealing with migrant youth. Use open-ended questions, worksheet and background material to learn of cultural traditions and habits, attitudes towards school, family values, relationships to world of work, etc. Discuss how students can impact the family. Have teachers share how they will adapt their teaching behaviors.
1½ - 2 hours	2. Meet with resource person about career/vocational development to learn guidelines for high school youth. Discuss the continuum of development and expectations for students in the local program. Explore interviewing skills, using suggestions in this guide. Set minimum goals.
1½ hours	3. Role-play conferences with students to become familiar with exchanges directed to career development. If possible, use "settled migrants", making this activity relevant and effective. Explore how one's teaching of these skills meshes with the learning of English, math, science, etc.
1 hour	4. Develop procedures to diagnose basic skills, review the assessment with the information received from the home school in Texas, if possible, instruct the students at their level, test, and record the evaluations on forms that transfer credit to Texas. Walk through several case studies with the Interstate Counselor or other cooperating staff who know the students. Review the Migrant Student Record Transfer System.
1 hour	5. Discuss potential "teaching" problems and how they might be resolved: space, materials, cooperation with the guidance counselor, field trips, swimming, etc. Focus on management of the learning environment, support services, and persistent problems of teaching. Begin to delineate job descriptions and professional roles.

½ hour	6. Meet with local staff responsible for community resource development to find out what resource people and sites are accessible. Start a special resource directory for your program. Show forms available for facilitating communication.
1 hour	7. Discuss daily schedule for the first week and plan when major events will occur throughout the entire program. Use the suggestions in the guide as a takeoff point.
6 hours	8. Provide planning time for staff to meet with aides and support service people to plan lessons and units. Use facilities with resources to help the planning process. Encourage sharing with people knowledgeable about migrant youth and their culture. Review plans with respect to 1. basic academic skills, 2. career/vocational development, and 3. impact on the family. One-to-one conferences are essential to help teachers bring out their concerns, hopes, and strengths.
½ hour	9. Discuss potential disciplinary problems and the ways in which these might be resolved. Establish a chain of command so staff members know their work roles with regard to discipline, special events, and communication with parents and cooperating agency staff working with migrants.
½ hour	10. Arrange times and places for a series of staff meetings throughout the program. Devise a system whereby the agenda is planned, open discussion is encouraged, and leadership is continuous.
16 hours	

If possible, staff should have noon meals together and participate in a relaxed dinner social after each day's work. Also, instructional aides and other workers or volunteers in the program should be encouraged to join your professional staff for the last day (or 8 hours). This would give your teachers a chance to explain why and how activities are being planned. To teach is to learn twice.

This approach would also give you an excellent opportunity to evaluate the first day's staff development program. Feedback would be in real terms, not abstractions.

This outline does not include time for "opening up" school for the special summer migrant educational program. If boxes of supplies have to be sorted, classrooms arranged, AV supplies secured, etc., other time for these activities has to be provided.

Attendance at the Statewide Inservice in June will also give additional opportunity for small group discussions, individual conferences, and meetings with resource people who have special technical assistance to offer those in migrant education programs.

Each of the above activities is expanded in the chapters which follow. It would be helpful if you read the entire guide before proceeding with any one part of the program since your staff will be looking to you for leadership in focusing on the key elements of the educational program. All activities have been designed as worthwhile in themselves, but they have been conceived in a sequence and as contributing to a significant whole. Several items in the Appendices as well as in the chapters are back-up materials for the program's activities and may be reproduced as needed.

There is value in "getting your act together" before you say one word to your staff. Remember, the only element you will be able to control in this program will be yourself. Prepare to do that well.

Chapter Three

LIFE-CENTERED EDUCATION FOR MIGRANT YOUTH

A. Migrant Culture

Ask staff to fill out the top third of the "What I Know About Migrants" worksheet: PERCEPTIONS AND EXPECTATIONS found in Appendix A. After five minutes, use some of the questions in Appendix B to stimulate discussion. Encourage sharing of perceptions and finding out how perceptions were learned.

Use the resource people and materials they might bring to make the information real. Perhaps a "Recruiter", an "Interstate Counselor", or former migrant could describe conditions in Texas, living in migrant camps, attitudes of youth toward school, etc. Encourage the discussion of reasons for the habits, customs, and traditions of migrants.

Distribute fact sheets such as Appendix C only after your staff is exchanging views. Discuss the ethnic imprint on career options.

Take time at the end of this first session for the staff to fill out "What I Learned From Others -- Implications for Teaching" on Form I. Use the last ten minutes for a sharing of the written comments.

Praise each individual's new insights and new teaching strategies. Compliment the group for its high quality of sharing. Express your belief that their teaming will result in a very effective program "for the kids". (Experienced directors may think the material is overemphasizing the obvious

at this point, but so many pressures act on the new director in setting up a program for migrant youth that it might be well to "check up" on affective objectives as well as cognitive objectives in the planning process. Whereas experienced directors may not like being reminded how they effect positive change, new directors may appreciate considering how their personal actions can contribute to a strong educational program.)

B. Career/Vocational Development

Career development may be explained as learning to think ahead of yourself in time. It means looking introspectively into your interests, your hopes, your ability to cope with difficulties, your abilities with respect to the workplace, and many other facets of your developing self-image. For teachers this means the more feelings are the focus of instructional activities, the more chance there is for career talk.

Presenting or processing occupational information is not synonymous with career development. Facts about jobs, statistics, up-to-date data — all can be without personal meaning or social significance in the mind of the student. Your staff must be led to see the reason to develop each student's motivations.

If you want your staff to center on expressed interests, problems, and concerns of students as much as possible, listening is an absolute necessity. Therefore, help your teachers build into every lesson time to listen and respond to individuals. Each time the students talk with your teachers will be an opportunity to learn what is going on in their minds and hearts. Learning who they are and what they aspire to become is essential for diagnosis and planning of relevant activities.

Listening and responding are at the core of the career development process, not merely a remedial additive so stuff can be crammed in.

Your teachers can encourage their students to keep a journal for descriptions of their school activities and their feelings about the activities themselves. Some may need to learn the language of career development to communicate with themselves and others about what they sense. This can be done by concentrating on the terms used in this section: *inquiring, communicating, and designing*.

Most students are eager to find out more about their lives and the lives of those around them. Although most adolescents seem to live mainly for the now, the future can be brought into perspective if it is personalized. Chapter IV presents ways to direct your staff's thinking to this way of teaching.

Many of us were taught to think in ladder-like sequences, that rational people went one step at a time, and each step followed logically on another. This kind of step-by-step thinking can not be applied to the way you work with migrant youth. Educators of migrant youth must think in wholistic terms.

Career development is not a simple process. Latent inclinations erupt, new interests develop, values become so ingrained they are sometimes invisible; visible behavior may be a cover for feelings an individual believes should not be expressed openly; significant people may be negative influencers as well as positive forces; individual perceptions differ while within the same field of experiencing — all of the above are within each growing person.

Each piece of life influences other pieces, and each, in turn, is influenced by others. Life activities work to fold in facts, events, and experiences into a person's becoming. A person's life is always more than

any one part or event. Career development can not be strung out on a line and then cut up into arbitrary sections for texts or tests. The image of career development must be kept whole, as a human should be.

A realistic approach to career development involves nurturing several separate skills at the same time. Motivation and self-confidence are the goals, not a checklist of isolated skills. Your life-centered educational program must work to produce an integrated, active person.

Three central strands (or components), *inquiring*, *communicating*, and *designing*, have been selected to focus the efforts of your staff. Each, when infused into an academic instructional program, will increase student self-confidence and motivation and contribute directly to an integrated, active, whole personality.

Each strand is more than a simple skill so each will be explained with the intent of boiling it down to manageable behaviors, behaviors a teacher can guide and develop.

The Inquiring Strand

Learning to learn sounds trite, but without this skill individuals are slaves. Migrant youth usually come from passive learning situations in their home schools. Your educational program must help them to become active learners. Once your staff faces the question, "What should be done to help our students learn to learn?", they will generally agree many students will have to be helped to ask questions.

Teachers tend to forget the obvious when dealing with high school age youth. Too much is taken for granted. Students sometimes have to learn to ask questions, to push idle curiosity to exploration and examination, to gather and process data, to evaluate information, and to search through

several sources to find what they are looking for.

Teachers of primary children know this well and work on it slowly and carefully. Teachers of high school age migrant youth must be led back to the beginnings, to the basics, so to speak, and thoughtfully consider how they can build skills that "should" have been learned in earlier schooling, but weren't.

Such a process does not lead to "remedial" or "compensatory" education. As the director of the staff development program, you will have to emphasize that building basic skills is <u>good</u> teaching and <u>good</u> education. Your theme should be, "This is what we're hired to do. This is what people expect from us -- and what we should expect from ourselves."

Scholarship depends more on inquiry skills than memorization, but unfortunately school structure and its testing systems often emphasize passive absorption rather than active seeking. Understanding how migrant culture influences migrant youth in school-related social situations should stimulate staff to <u>build inquiring behaviors first and foremost</u>. Be sure your staff sees this foundational work as crucial to the attainment of the summer's program goals, not as remedial catch-up to get on with the traditional high school academic curriculum.

Inquiring is a <u>process</u> skill, involving many sub-elements, but a student need not master all of them for motivation to take hold. The spirit of inquiry can ride on just a little substance, and that substance can be built into the educational program by sensitive, caring teachers. <u>Focused</u> teaching can pierce through subject matter compartmentalizations and sequences to get at life-centered goals.

Facts and generalizations are only means. They are not ends. The ends,

or products of your summer's educational program, will be how well the skill of inquiring was developed. The process of developed career-oriented thinking will be your product.

A basic inquiry skill is asking questions. Your staff must learn to set aside time for questions to be asked, time to help students phrase questions, time to support questions that appear to express fundamental life concerns, and time to care for personal interests and wonder. Your teachers must design instructional activities to draw out personal hopes and talents, not push in abstract content. Tips on teaching interviewing skills are detailed in Appendix E. Appendix F contains several lists of questions for students to ask to receive practical information about the world of work.

Working with youth to build fundamental skills can be planned, recorded, and evaluated just as neatly as any way of working with traditional academic disciplines. Your staff can be accountable for the development of basic inquiry skills -- if you direct attention to it early in the program and continue throughout the program with inservice directed to its key role in the career development process. Forms for record keeping can be found in Appendix O.

Since career development only takes place in the lives of people, it is fitting and natural that students learn inquiry skills in relation to people, in particular, in relation to working adults. Working adults are primary sources of knowledge -- knowledge about career development. No more scholarly source can be found.

Interviewing is a basic technique to build motivation, self-confidence, occupational information, basic skills, and career development. If students internalize the (inquiry) process, they can proceed to use interviewing in a

wide variety of settings -- in school and out of school -- with family, friends, and strangers; to search, explore, and to process the information they obtain. Imagine how the range of resources can increase with the learning of just one skill!

Ideally, each contact/relationship/interview with an active adult will result in the student's desire for more contacts, relationships, and interviews. Hopefully, life will beget life. Here, you have a golden opportunity to build morale because you can share your expectations that your staff will care more for life than for the inert material found in many textbooks.

Much could be written about the effect of role models and significant people in the lives of our young. However, rather than spend time searching for the right role models or the right job opportunities or the right value-orientations in potential resource people to be interviewed, spend time in focusing on the development of individual inquiry skills to be learned through interviewing. Do one thing well at a time.

Developing inquiry through teaching interviewing will generate many questions. Keep on track. Discussion of the various vocational experiences and occupational information to be gained will be healthy, but keep your eye on your short time for developing a few key goals. Aim for the bull's eye -- interviewing. Then go on to another bull's eye.

Appendix F has specific directions for using the interviewing process. After a brief discussion about the purpose of interviewing adults in the world of work, try some role playing to give your staff practice. Do not assume your staff can teach this process well.

You will have to work with them throughout the summer program to help them solve problems unique to their teaching styles. If they have no problems in this area, have them share their successes with others, especially visitors to your program. All visitors to your summer program will appreciate knowing how to increase the effectiveness of teaching personal and social skills. Research indicates this is a prime goal in the education of our migrant youth -- and over 600,000 students fit the category of migrant.

Time for the staff to interview migrant youth and/or each other would be valuable. Analyses of such practice sessions would be worthwhile. Encourage your staff to interview people in other occupations by sharing with them interviews you yourself held with "interesting" people in your community. Talk about interesting people and conditions in the world of work can only increase the quality of your life-centered educational program with youth.

Practice will be needed to help teachers work with individuals and small groups. Chapter IV has many practical suggestions for such activities. A common (and serious) mistake is for all staff to "jump in" and attend all interviews with their classes because the "guest speaker" might be interesting (and because it makes for easier teaching). Guard against having guest speakers talk to everybody at once. Work for small group or individual interviews with "the person in the occupation".

The same principle applies to out-of-class experiences. Insist on person-centered visits to work sites. Avoid "cattle drive" field trips which give no chance for person-to-person communication.

Educational leadership in this area will be difficult because it is so traditional for field trips to be "hurry along" sessions to exotic places involving long bus rides. Many associate the term field trip with fun or "whole day". Direct experience with resource people, in or out of school, has to be managed properly by your staff -- and supervised carefully by the person in charge of the total education program.

The Communicating Strand

Communicating is the second strand in the career development skill sequence. The first is inquiring because an active learner is needed to tap into personal motivations. Once that is begun, a teacher can shape the sharing, the knowledge and questions of each student's personal search into academically respectable communication forms.

Active listening skills should be stressed. Work on your staff's expertise to guide students to written, spoken, and other expressions of their own ideas and feelings. Each teacher must be a friendly critic, helping each student to learn how to help himself or herself, i.e., proofreading and self-correction. Then, perhaps the most difficult task of all, each teacher must be prepared to suggest alternate ways to express thoughts and feelings, and alternate forms which might convey the expressions more effectively.

Teaching for communication goals cuts across traditional subject matter lines when it deals with individual needs and progress. The teaching of English skills (spelling, using the dictionary, grammar, punctuation, etc.) is built into this strand, but the emphasis is not English for English's sake.

Your staff must focus on how the student displays new power in learning, new assertiveness, and new communicating skills about occupational information and values.

The following practical suggestions will help you focus on communicating as the second strand. Note how easily one can infuse career development into the academic curriculum.

I. Activities Designed to Precede the Experience:

A. Charts. Charts can be used for planning the experience. A planning chart developed with the students establishes the students' purpose and keeps "what we want to find out" in focus. If the experience involves an interview, specific questions to be asked could be noted. Priorities should be set so the students don't waste time, either of the speaker or the participants.

B. Letter writing. Correct format for writing letters can be taught by having students write letters to invite resource people.

C. Listening Skill Development. In order to listen attentively, students need to be given purposes for listening. The questions developed in the planning chart can be the specific purpose for which the students are to listen. In addition to having a purpose, students must also be aware of essential characteristics of attentive listeners. List their ideas concerning what makes a good and courteous listener, then add your own.

D. Vocabulary Development. Encourage students to anticipate special words they might hear used during the exchange. List these words, discuss their proper pronunciations and meanings, and place them in context for the students to read.

II. Activities Designed to Follow the Experience:

A. Experience Charts. Charts also lend themselves to summarizing learnings. Once a chart has been developed, extended activities can be presented. For example, the fact that given words inherent in the discussion are repeated frequently can be the basis for developing skill in word recognition. Students can be asked to find out how many times a specific word is used on the chart (developing sight vocabulary), and how many words begin the same (word analysis), or how many mean nearly the same (word meaning).

B. Exhibits. Students can be asked to collect pictures or objects related to the topic, label them with words, phrases, or sentences, and then present them as an exhibit to be viewed by other classes.

C. Bulletin Boards. Students can plan together for a bulletin board which depicts either the sequence of events, the main facts which they learned, or vocabulary words specifically related to the career. (This could be a large or small group activity.)

D. Oral Language Development. Students can assume roles of different people in the career and role play experiences and situations which those people might encounter.

E. Letter Writing. Correct format for writing letters can be taught by having students write letters to thank a speaker, to share details of an experience with a friend or relative, or to introduce themselves to community participants.

F. Sentence Writing. Place 15 to 20 words on the chalkboard. Some should be basic sight words, while the others should be related to the resource person. On their own time, students can make as many complete sentences as possible using those words. If desired, new vocabulary words that the students can read may be used as the spelling list. Analyze types of sentences.

G. Reinforcement of Nongraded Continuum Skills.

1. Alphabetize the new vocabulary words.
2. Syllabicate the new words.
3. List homonyms, synonyms, or antonyms for the new words.
4. Arrange a series of three of more sentences in sequential order.
5. Arrange the words into verbs, nouns, etc.

H. Creative Activity. Students can react to the experiences in open-ended ways so that each one contributes.

1. Develop an advertisement to be placed in the "employment" section of the newspaper.
2. Write a script for a play, using the setting and characters related to the experience.
3. Create poems, cinquains, haiku, or riddles. Share these with other class members.
4. If a Polaroid camera is available, have the students take turns using it to photograph one another while the class is involved in the activity. Record and transcribe the students' discussion of the pictures. Seeing themselves represented in photos, then seeing their spoken words about themselves represented in print will help reinforce the concept necessary for learning to read for translating print into meaningful sounds.

I. Development of Critical Thinking Skills and Speaking Skills. Discuss the experience in small group situations, encouraging students to freely interact with each other. Discussion topics should be assigned to each group. One member of each group might act as the recorder and summarize the main points at the end of the discussion period. Analyze the types of thinking used.

J. Authoring Stories and/or Books. Because life experiences give meaning to reading, reading development can be extended easily. Students can learn not only to discuss what they experience; they can also write about the experience, either as a total class, a small group, or individual students. Let each student write his/her own story so that provision for individual differences is made. No matter how extensive or limited one's vocabulary, each story will reflect the student's language development. It will not contain words which are not in his/her speaking vocabulary. Students with severe reading problems could dictate their stories to the better students (or aides) so that they will not become discouraged by spelling and punctuation problems.

If necessary, suggest several possible titles from which the students might choose.

Ask for volunteers to form an editorial board for proofreading the stories. Students would then submit their stories to the editorial board for approval and revision before copying them in their final form.

Students can work in pairs as author and illustrator; this method would be especially helpful for those with reading problems.

After the illustrated stories are complete, they can be bound into individual books or into a class book which is put on display for the students to read and enjoy independently. These books can also be exchanged with other classes, put into the library, or taken home.

If a tape recorder is available, read original stories on tape. At a special time, the tapes made during the week can be played to the class for their listening time.

K. Expanding Interest and Development of Reference Skill. Students can be encouraged to do related reading by either selecting one of the available books on display at the library table in the room or by going to the library and locating other related books.

This is a good place to discuss differences between the concerns of high school seniors (and older students in your program) and those in the

early years of their high school career. Older youth will be more interested in occupational information, placement services, and job opportunities. These youth might need more vocational exploration and personal conferences to increase their perception of opportunities for life roles in the adult world. Younger students may find the person-to-person interviewing interesting for its social value, and perhaps its contribution to general knowledge about the society, but not grasp the career or vocational dimensions of the experience.

Age and interest differences should be a topic for at least one staff discussion with resource people knowledgeable about migrant culture and schooling in Texas.

Inquiring builds interests. Communicating clarifies values.

The value dimension is often considered the hairy fringe of education. Infusing this dimension into the teaching of traditional academic areas requires a lot of thinking and planning. Some claim values should be the special province of the guidance worker or should be considered in non-critical, open-ended sessions totally divorced from any lessons or units in the academic curriculum.

Be clear about the place of values in your life-centered education program. Values and communication should be treated as almost synonymous. Your staff should expect to be stimulating, clarifying, analyzing, and communicating values in a multitude of ways — all for the personal and social development of your students. You will have little time for value clarification as an end in itself. Values, communication, career development and academic skills must be considered as an instructional mix, as instructional ingredients the intervening teacher plans for, monitors, and stirs as needed.

The Strand of Designing

Many theorists painted their conceptual landscape of career development by looking at the critical periods of a person's career development. They focused on late adolescence or adulthood and zeroed in on decision-making. Thus, much professional literature and many commercial products center on situations within which a person may choose various options. Decision-making is the darling of many career development specialists.

All youth, not only migrant youth, deserve consideration of the continuum of career development, not just the potential critical times of decision-making. Inquiring and communicating, two other fundamental strands to the intertwining career development process, extend the depth and range of any one event. Decision-making is merely a part, not the whole. The continuum is real and must be seen in its entirety.

In life nothing happens in isolation. Every event, every choice, every turning — and every passive acceptance of things as they are — is linked to everything else. Each person grows as a whole organism, even though separate skills and attitudes may appear to be all-important at the time.

It would be too simple — and wrong — to suggest the major emphasis for migrant youth should be decision-making. It's part of a process, and not always the part that should be learned first. A sound educational program builds fundamentals. Inquiring and communicating should come first, then the higher processes of designing.

Designing includes more than a rational consideration of options. Planning, decision-making, and coping are all involved.

Planning. A person takes charge of his/her life through planning. Those of us who depend on luck or authority, or on anything outside of "self", are deemed pawns in the game of life — to be sacrificed for the economic, religious, or political ambitions of others. Yet, learning to plan in the face of all the forces opposing self-determination seems almost impossible in today's increasingly depersonalized technological world.

"Taking charge" often manifests itself through rebellion, through seeking freedom from a condition. Although some positive change might result from rebellious activity by "inspired" rebels, students who learn to plan by seeking freedom for are more easily guided by teachers in school settings than students who are seeking freedom from.

Help your staff see that developing skills of inquiring and communicating will lead students to a desire to plan. Curiosity, the uncovering of interests, the clarification of values, and the increasing involvement in the world of adult activities spark motivations to design an individual future. Motivated, confident, and future-oriented students will want to think ahead in time, to plan their lives by design. Ask staff what processes they use to plan their own activities. Ask how these can be conveyed to the students.

Teaching what to include in a plan, or how to plan is almost worthless if a person doesn't feel the need to plan. Teachers should be warned they can frustrate themselves trying to fill voids without knowing whether the structure will accept or reject the "foreign" substance. First, a teacher has to analyze the conditions for acceptance of the idea of planning. All students do not want to plan. The desire for planning (and self-determination) should not be automatically taken for granted, especially since research shows migrant youth live in the now.

As with the teaching of inquiring and communicating, time for developing the idea of planning -- and listening to what the students feel about independence, self-reliance, self-determination, and personal freedom -- has to be built into the program. Each teacher will have to feel for the planning level in each student. No preconceived standard can be assumed. Migrant youth are socially mature in many ways beyond their age level, but they lack many social experiences which build comprehension of the planning processes used in the contemporary technological society.

As each teacher works to discover each student's idea of planning, it is expected the student will be helped to bring planning of life's activities, and life roles, to a higher conscious state. New words and new concepts will be learned. An increased awareness of planning, and a working vocabulary of planning terms, will result in an increased desire to plan. Through empathic involvement, not exhortation, your staff can learn where each student is and at the same time help move each student along the developmental continuum towards greater planning effectiveness.

But it won't "just happen" because it's needed and everyone thinks it's a good idea. You must plan to provide in-school experiences for teachers and students to work on the processes together. Planning is easy to comprehend and analyze if the students have opportunities to plan activities in their school program.

Once they engage in planning and see the results of planning in the lives of other people (interviewing adults in the world of work and communicating about the experiences and values) they will more readily utilize the language of career development in their own thinking and conversation. If your staff builds on the idea of planning, gives several opportunities to study planning,

plans with the students, follows through planning to specific behavioral accomplishments, and brings about the use of career development language, a great deal will be accomplished in a short period of time.

Decision-making. One might ask, "Why get the kids all stirred up about making decisions when there's practically nothing they can do to manage their own lives?"

Make haste slowly. Shift attention to the way people make decisions, or have things happen to them, for "not to make a decision is to make a decision". Ask your staff how they can focus on "case studies" which illustrate the process of decision-making in the lives of active adults, how such "stories" would build intrinsic interest and encourage options. Don't tell them. Telling isn't teaching. Arrange activities so they tell you and each other. In doing so, they will commit themselves to a high plane of professional action.

Remember THE LADY OR THE TIGER? Not every decision-making event is a life or death occasion, but every event can be challenged, explored, and used as a vehicle for teaching about decision-making.

Planning and decision-making often go hand in hand, partly because they are rational processes and partly because their sequential logic patterns complement each other. However, what most people tend to forget is that planning is meant to anticipate problems as much as it is to organize resources.

Teachers of planning and decision-making often overemphasize the positive, ignoring almost completely the fact that each decision point may require a completely unique form. Few decisions are made the same way each

time. Students need to learn the variety of means by which data is gathered, how information is processed, the significance of time and timing in each event, and the way perceived options may be considered at the moment the decision has to be made. Many decisions are, in fact, made solely for the purpose of delaying decision-making. Realistic teaching means telling it like it is.

Decision-making is not a simple skill. Several competencies are needed for most decisions, and each decision requires a new look at the mix of competencies available to the decision maker and factors bearing on the event. Each event is unique and should be approached as such -- that is, if one attends to the options and the potential consequences of each option.

Ask teachers how they will put students in the middle of decision-making events and walk them through the options and potential consequences. If they can plan to do that, imaginations will be stretched -- and since decision-making requires active and growing imaginations, they must be stretched often.

Case studies are excellent means. So are make-believe stories -- make-believe stories made up by students themselves, after they have done the work (research) necessary for background. Naturally, the better prepared they are, the more true-to-life will be their imaginative creations. Teachers can not trust the interweaving of academic skills, subject matter content, and a people-oriented focus to luck. They have to work for it. They will have to be sensitized to it by you when you focus in on career development strands as they plan.

Caution your staff to avoid jumping to the larger decisions such as staying in school or dropping out. Focus your staff's thinking on the wide

variety of decisions adults make (or don't make) about their health, wealth, and happiness. Include work decisions in the mix, but not to the exclusion of other areas of life. Career development is more than preparation for an entry level job. It is learning to make a living and learning to make a living worthwhile.

When students inquire and communicate with active adults they will be searching and sharing at the highest level of scholarship. They will be going to primary sources to find out about career development. Their learning about decision-making will be relevant, related to life. Discussing, writing, and analyzing such information will lift migrant programs far out of a remedial mode and uplift everyone working within the educational program.

And remember that almost all the decisions to be made by your students should be made by using their values, their perceptions, and their experiences. Keep in mind the cultural and family influences in the decision-making process. The students should learn how the values of other people affect their decisions, and which values seem dominant in certain situations, but their comprehension of how values affect others does not mean they should act in similar fashion. Ultimately, each person should have the power to choose for himself or herself.

Coping. Have you ever passed a school display telling students to work hard so they can be successful? How about the one telling them to plan carefully so they can be successful? How do you feel about such advertisements?

How are such materials seen by migrant youth?

The displays exhort and promise "success" at the very time many students are desperately trying to keep themselves afloat in a sea of troubles. School

tells them they are in "educational programs" to win -- and they're trying to make it through the day as best they can. Many migrant youth are trying to survive, to cope with almost overwhelming difficulties.

Part of the strand of designing has to do with coping, the skill a person uses to come back to a fairly normal life after being knocked back by a force he/she could not handle at the time it influenced his/her life. Ignoring coping in the career development process would be foolish if you are serious about education as an agent of change. Studying coping is an excellent way to generate high interest in changing how humans behave toward themselves and others.

No amount of planning has yet afforded a human being invulnerability. All of us suffer setbacks, either from our own doing, innocence, incompetence, or risk taking, or from natural causes beyond our control. Every good career development model has to provide experiences for students to learn how adults cope with the unexpected in their lives.

Some things can be anticipated. Some planning can help to avert or soften the impact of disastrous events. But, in the main, living brings one problem situation after another, and many times we have to pick ourselves up from our hard knocks and move ourselves to a positive attitude and a more nurturing environment. The skills of planning and decision-making are not always sufficient to do this. Even a person who is inquisitive and socially adept finds something more is needed, something to energize him or her in the moment of need.

Some people have the ability to move through the unexpected without too much loss, and unfortunately, some don't. Some don't seem to be able to cope.

No educator can be a fatalist, believing some people are born to live at the fullest and others doomed to a life of constant degradation and suffering. Educators must teach people coping skills -- to meet life's adversities as well as successes and to strive for the best life may offer, even when personal survival at the moment seems doubtful.

Auntie Mame said, "Life is a banquet, but most poor fools are starving!" Perhaps some people "starve" because they do not see beyond getting even, the zero mark, surviving. There is a lot of evidence many people have limited vision of their life role and life's activities. For instance, with regard to personal health, many think wellness is not being sick. They do not see a healthy individual in their mind's eye; they see only someone who is not sick.

The continuum (-) sick (0) not sick (+) well should help your staff see coping in a workable way. Such a career development model helps teachers to see they must start where students are, and then move with them to new perceptions of what life can offer them. Each student must be helped to learn what he/she can do to further his/her own career wellness.

Planning, in a sense, starts from a positive base; coping, from a negative one. But both career development processes can be studied and integrated into a person's concept of designing his/her own life. Students can learn coping is part of the natural process by which people seek to manage their lives. Coping, as well as planning, can be experienced through interviewing individuals who have coped, reading, viewing media presentations, etc. Coping can be content for instructional programs, another ingredient for the subject matter mix.

A staff needs focus. Focus can be on coping as well as any other concept, but such a focus will require continuous educational leadership. Merely mentioning the words of the model will not do it. A leader will have to help staff learn and practice their teaching skills. Your staff will need supervision and continued in-service.

If each student's attention can be turned to the way he/she copes, his/her family copes, others who are significant to him/her cope, resource people cope, etc., and that student is encouraged to create options for these coping behaviors, ask your staff to imagine the possibilities. Share what they think could happen to their students' knowledge base, self-confidence, motivation, and skills. Discuss how their program could impact the family.

This guide is arranged so the career/vocational development of each migrant youth can be nurtured within his/her family and cultural background. Improving the personal and social life of each person will be a great challenge, but if staff want to make a difference in life roles and life situations they have to follow a plan, a plan that is based on a sound philosophy. If you want your staff to proceed along the lines suggested in this guide, you will have to enthusiastically support efforts to "make a difference" and you will have to secure the resources to help your staff do the work they believe they have to do.

A life-centered program can not be handed to another as a finished product. It has to be shared through the energies and lives of those participating in it. In a sense, you will all cope together and, in doing so, raise the level of learning for yourself and your students.

C. Basic Skills

If a picture is worth a thousand words, sometimes a chart is worth a hundred. Reading from left to right across the columns on the charts which follow you can relate basic skills to resource people and to potential instructional activities. For instance, under the title MATHEMATICS AND CAREER EDUCATION use the "Finds volume" under the SKILL column, then follow on the line to the right to "Building Inspector" under RESOURCE PERSON. The last move to the right should put a teacher's planning eye on "Find cubic areas of rooms in the school. Discuss air conditioning and/or heating equipment for the areas".

The brief reading should take less than ten seconds, yet stimulate several minutes of discussion about 1) resource people in your community who <u>really</u> work with the skills you plan to teach and 2) other activities that might be personally meaningful and socially significant to your students. (This is assuming merely doing "finding volume" problems on a worksheet is unrelated to anything except other worksheets or tests.)

Skills listed on the following four charts were taken from subject-centered curriculum guides. They may not fit your instructional program, but the "picture" will convey <u>a means by which the prime goals of academic skills and career/vocational development may be blended within one instructional activity. One need not be an add-on to another, or in place of another. Both can be fused and infused within regular ongoing lessons and units.</u>

The charts are not comprehensive, but they do help to open doorways to new thinking and planning. Use them sparingly to aid your staff through the difficulties of assimilating much information at once. Do not expect them to approve or disapprove of the suggested activities at this point.

MATHEMATICS AND CAREER EDUCATION

SKILL	RESOURCE PERSON	LIFE-CENTERED INSTRUCTIONAL ACTIVITY
Finds volume	Building Inspector	Find cubic areas of rooms in the school. Discuss air conditioning and/or heating equipment for these areas.
Measures quantities	Custodian, Clerk	Display items sold by the pound, ounce, pint, gallon, etc. List what the school custodian normally has to mix and measure to do work that is needed each week.
Tells time (figures hours, minutes)	Timekeeper	Keep time sheet of classroom activities. Figure pay for people who are paid by the hour.
Finds percents	Bank Loan Officer	Operate a model bank by giving loans for a variety of personal and business reasons.
Knows time zones, daylight time, AM, PM	Flight Attendant	Figure time differences encountered on trips. Discuss health implications of jet lag, etc.
Utilizes concepts of addition, subtraction, multiplication, and division.	Used Car Salesperson	Figure prices of repairing and adding equipment to cars.
Uses fractions	Chef	Change recipes depending on size of group to be served.
Reads and writes temperatures, Centigrade and Fahrenheit	Nurse's Aide	Record temperatures of students. Read patient charts.
Constructs, reads graphs	Sales Manager of car dealership	Graph sales of each class member after a money-making project.
Solves word problems	Carpet Layer, Furniture Salesperson	Measure furniture in rooms for possible rearrangements.
Finds perimeters and areas	Architect, Draftsman	Make scale drawings of school building. Note how the building encloses working space.
Finds diameter, radius, and circumference of circles	Tire Salesperson	Measure bicycle, motorcycle, and automobile wheels. Compare costs of different tires.

LANGUAGE AND CAREER EDUCATION

SKILL	RESOURCE PERSON	LIFE-CENTERED INSTRUCTIONAL ACTIVITY
Pronounces words correctly	Telephone Operator	Role-play phone company operations.
Uses acceptable spacing, alignment	Person who does newspaper layouts	Practice forming letters and words on advertising pages of newspaper.
Places events in sequence	Sportscaster, Reporter	Retell stories using proper sequence.
Selects appropriate words when writing	Secretary	Write letters to resource people for further occupational information or for their projections of careers in their field in the next ten years.
Organizes and expresses thoughts clearly	Factory Foreman	Write a report of tasks to be completed in an assembly line type of production.
Spells correctly	Proofreader, Signmaker	Proofread an article for the class newspaper.
Follows oral directions	Gas Station Attendant	Follow oral directions to change an air filter in a car. (No pointing allowed.)
Makes inferences from reading	Newspaper Editor	Summarize a group discussion on a contemporary social issue.
Speaks with poise and confidence	Restaurant Host/ Hostess	Plan a social event for parents and interested community people.
Summarizes and organizes in outline form	Minister, Priest, Rabbi	Report interviews with resource people. Outline similarities of job situations, lifestyle, etc.
Transmits intended meaning through oral communication	Lawyer	Arrange a mock political debate about the funding for a specific social program.
Analyzes content	Advertising Manager	Analyze what was deliberately not covered in interviews with resource people.
Punctuates correctly	TV News Writer	Write a news article to be read out loud. Choose a new tool to describe.
Clarifies complex material	Seamstress	Follow simple written directions to make a wall hanging.

SCIENCE AND CAREER EDUCATION

SKILL	RESOURCE PERSON	LIFE-CENTERED INSTRUCTIONAL ACTIVITY
Discusses growth in regard to living things	Pediatrician, Parent	Display photographs of children with stories about special events at particular times in their development.
Classifies plants into groups	Gardener, Agronomist	Convert school grounds into a botanical garden. Talk to someone who rents plants.
Demonstrates how chemical changes produce new materials	Artist, Chemical Engineer, A person who sells fire extinguishers	Use different types of materials to extinguish fires.
Discusses basic water cycle, rain, evaporation, and clouds	Weather Reporter on radio or TV	Set up a model weather station. Discuss how some "investments" protect against loss from unseasonable weather.
Plans an electrical circuit	Electrician	Experiment with batteries, bells, bulbs, buzzers, and beepers. Check out a car's electrical system.
Demonstrates an understanding of metamorphosis	Pest Control Specialist, Butterfly Collector	Gather cocoons (or tadpoles) and record developmental stages. List chemicals used for pest control.
Plans testing of concepts by hypotheses and variables	Race Track Mechanic, Highway Safety Engineer	Conduct experiments using hypotheses.
Demonstrates an understanding of the rotation of the earth	Communications Specialist, Meteorologist	Set up a model solar system.
Demonstrates understanding of gravity	Pilot	Build miniature rockets or balloons. Note how materials are stored in warehouses.
Demonstrates understanding of vibrations and sounds	Disk-jockey, Musician	Tape record musical compositions. Note how background music is used in businesses, factories, and restaurants.
Demonstrates understanding of chemical change	Pharmacist	Make root beer.

SOCIAL STUDIES AND CAREER EDUCATION

SKILL	RESOURCE PERSON	LIFE-CENTERED INSTRUCTIONAL ACTIVITY
Follows simple map directions	Delivery Truck Driver	Make a map of the neighborhood to show most efficient routes for the collection of paper to be recycled.
Discusses time sequence in terms of people's lives	Relatives and Friends	Describe how grandparents dressed as children.
Recognizes important national, historical personalities	Historian, Librarian	Pantomime or role-play their favorite historical figure.
Discusses importance of community water supply	Water Commissioner	Make a collage showing the uses of water and who uses it for business purposes.
Compares agrarian development in different countries	Salesperson for farm supplies	Make a display of various tools and products of different countries. Discuss changes in the job market.
Explains the development of items in their historical sequence	Dealer for farm implements	Arrange pictures and models of farm machinery in a historical sequence. Discuss some major changes due to technology.
Demonstrates how land is used in relationship to topography	Real Estate Salesperson	Make models showing different land types. Discuss land use.
Investigates institutions in local community	Board Member, Superintendent Representative of Teachers' Organization	Interview school administrator, board member and teacher, and make chart showing interrelationship of roles.
Locates building on a city map	City Planning Commissioner	Make a model town. Discuss need for zoning.
Explains legend on a map	Highway Engineer	Chart cross-country trips.

SKILL	RESOURCE PERSON	LIFE-CENTERED INSTRUCTIONAL ACTIVITY
Discusses development of local industry in relation to natural and human resources of area	People from local businesses	Exhibit products grown or developed by local industry.
Compares values of different cultures in relationship to births and burials	Various speakers representing different cultures	Make a display denoting the different customs from the cultures studied.
Discusses basic economics of a business	Members of the Chamber of Commerce	Set up a "mock" company. Discuss how cultural values influence various business practices.

You may want to suggest the name of a working person in your community, then ask what could be gained by using that person in the classroom as a resource; or, you could come up with a basic curriculum skill and then ask your staff to suggest people who use that skill in their work. Either way you are developing focus and mental flexibility about working toward your program goals.

A hard mind set is difficult to change. Use of the charts above will help build the concept of relevance. In practice, relevance isn't always the main construct of lesson planning, but experienced teachers know the motivating power of relevant material. Relevant material brings everyone closer to life.

D. Impacting the Family

Most programs appear to have several common objectives:

1. keep the kids in school, stop drop-outs;
2. teach the basics, especially reading, writing, and math;
3. give remedial help so subject credit may be obtained;
4. teach job entry skills so paid work can be obtained;
5. teach skills of job application, self-confidence, assertiveness;
6. help the student obtain a high school diploma;
7. teach personal and social skills so the student may become self-reliant.

All of the above are worthwhile. However, migrant life is <u>family</u> oriented. Can your staff go beyond the individual's program of "independence" to impact the student's primary social unit, the family? They can try to do so <u>if</u> they focus on that goal as they are teaching.

<u>The real world of the migrant family is the continuing real world of the student</u>. Schools and places and work may change, but the family stays together first and always.

This does not mean that everything to be studied has to start or end with the family's life experiences. Effective methods to increase self-development and teach basic academic skills need not be abandoned. However, they may have to be transformed to work on the three goals of your migrant education program:

1. *basic skills,*
2. *career/vocational development of migrant youth,*
3. *impact of the student's learning on the family.*

The challenge is to provide background for a more fruitful, productive individual life while turning the new energies into the family unit. Awareness

through discussion of the goal, and comprehension of how instructional activities can often meet several goals at once, will help your staff see their special professional roles in this program. If they don't act to promote this social-educational process, who will?

Most staff in migrant education programs do not have roots in the migrant culture and articulated plans for the neophyte are not available at this time, but even without expert technical assistance in this area, a wise director of a staff development program will build skills from the heart and mind. Moving toward the family impact role will be a significant step. Encourage, support, and appreciate efforts to bring your educational program to a wider and deeper human base.

How students might be helped to become resource people within their families can be found in Appendices G, M, N, and R. Appendix H discusses how teachers may communicate with parents.

Although the area of parent communication and family impact is a knotty one, the suggestions in this guide will help your staff begin. Support services from the Illinois State Board of Education, CETA, the Illinois Migrant Council, the Interstate Counselor, and personnel from other agencies should ease the difficulties, but there is no getting away from the problems in this area. Good planning and enthusiasm for the mission will go a long way toward the achievement of positive change.

Chapter Four

PERSONALIZING INSTRUCTION

The experiences you have with your staff in the first three activities will give you insight about their abilities and concerns as well as their background and expectations. Also, the activities will help them learn how to manage their part of the instructional program.

In the next series of activities the parameters of your staff development program will be greatly expanded. If the central goals have been understood, you can now help your people by introducing new elements and resources for lessons and units of their own design. However, if discussion goes off your target bull's-eye, bring it back to the center. When it's time to move to new considerations, do so. In any case, don't march blindly through the activities just because they're in this guide. Feedback from your group should pace your leadership and direct your energies as much as your preplanning.

A. Migrant Student Record Transfer System

Each person operates from his/her self-interest. The more you structure activities so a person's work is done on what is deemed important to his or her self-interest the more successful you will be. Your staff will have common goals, of course, but always remember that people work hardest on their own concerns. Discussion about forms, the MIGRANT STUDENT RECORD TRANSFER SYSTEM, and procedures used to gather data about students from schools in Texas may not be "interesting" to people the week before they are to manage instruction

and relate to youth of a different culture, especially when new purposes for teaching may not be similar to those which have sustained their professional ideals and egos for years.

You may wish to hold Activity 4 until later or blend it in with other activities. The strategy is to maintain your staff's continued interest in developing <u>their</u> plans. This activity is designed to reinforce learning about migrant culture, lifestyle, attitudes toward school, etc., and to make your staff aware of the way information is gathered and processed about migrant students. Explain why phone calls to Texas schools have to be made; the roles of the Recruiter and Interstate Counselor (if these people work with you); and the MIGRANT STUDENT RECORD TRANSFER SYSTEM. Again, here is a good time to use case studies to show the need for accurate record keeping.

Appendix P shows a form used by the DeKalb Migrant Program. Discussion of record keeping should be related to the planning of activities for students. Few will remember what the forms look like or why they're used unless an association is made to how they will be helpful to a teacher's management of the instructional program.

B. Job Descriptions and Professional Roles

Activity 5 is another to be considered for its "involvement" value. You can not afford to ignore the delineation of work roles in your staff because confusion will inevitably result and everyone, staff, students, and the support staff, will suffer. How you educate your staff about their job descriptions will bring out your artistry as a leader. Giving each person a dittoed list of tasks is the easiest way, but it's not the most effective way. It would be more worthwhile to each individual — and to the total program — if specific

roles and responsibilities were illustrated through discussion of problem situations. Discuss problems related to grouping, space, special events, discipline, purchase of materials, use of AV equipment, relations with parents and other agencies, etc., then work out who does what. Your leadership can help them.

Activities 5, 6, and 7 are designed to give excellent opportunities to work out details and fix professional roles and responsibilities. Although you may not want position guides handed out right away (because they usually list minimal work to be done and encourage performance at the lowest level), before you engage your people in the first staff development activity clarify your own expectations by writing down what you believe should be understood by the staff. If you find gaps, by all means bring up your concerns in individual conferences or with the staff as a whole.

Do not allow your concerns to fester. If you are not clear, imagine what is going on in the minds of your staff.

A common problem may be student discipline, in that several staff may "somehow" designate the Interstate Counselor, Recruiter, or Program Counselor as "Chief Disciplinarian" when that person is, in reality, "Chief Student Advocate". Be sure all people know who's in charge of what, how decisions are made, and how feedback about decisions and events can be properly brought to the attention of authorities.

When you discuss procedures for utilizing community work sites, securing resource people, etc., staff will want to anticipate problems and expedite their work. When the time is ripe, you (and your community resource developer, if your school district has one) can point out how organization, management, and public relations can be made effective by careful planning and proper paper work.

However, forms for facilitating communication, such as those found in Appendix O, may work in reverse if your staff feels the filling out and filing of the form is more important than the activity itself. The forms are to help, not hinder, so your presentation of them should be to meet a need, not to create additional work.

Helping people at the moment they need help should be your basic principle, knowing, of course, that your design of the situations they find themselves facing will create the needs you expect. You shouldn't think of this as gross manipulation. Help them to anticipate real situations -- and plan with them how they will meet them.

Helping set their teaching imaginations and providing resources for them to work out their own teaching behaviors will be one of your most challenging tasks. Many staff development programs degenerate along one of two lines:

1. do your own thing approach and don't bother me with problems,
2. a lockstep textbook/test approach with the accent on following a prescribed teacher's guide.

Both of these failure approaches are "easier" than the one proposed in this guide, but both demean the spirit and competence of professionals. Even as a last resort -- and that means when you are truly desperate -- it would be more effective in the long run to develop staff as opposed to ignoring their potential for growth.

Constant reminders about "development" to directors of staff development programs are not because of you personally or because of the personal feelings of the authors. Most staff development programs are horrible. Few models of excellence exist and most professionals in the field look at participation in such programs with trepidation, sometimes even resentment. Know that you have to create a turning if you are to be successful. More often than not, your

staff — and even you — will approach staff development with negative vibrations.

Take heart, the next section should be all upbeat.

C. A Guide for Discussing the First Week's Plans

Appendix N includes many suggestions for activities, outcomes, and teaching behaviors for the first week. Based on the actual experience of the DeKalb Migrant Program in 1981, the material offers opportunities for discussion about what to do and what not to do. The plan is not a recipe, nor is it a model. It is a discussion guide and should move your staff to a quicker understanding of what they want and can manage.

First impressions do count and your first week with the migrant youth will be very important. The students do not have to go to your program, so they will have to be convinced that their needs are being met.

Ask your staff these kinds of questions:

1. How will you meet the students?
2. How will they be grouped?
3. How will they learn about their teacher? their program of studies? the resources they have to use? the expectations of the staff?
4. What events will involve their planning?
5. What will be different? exciting?
6. What will they see as new learning? new practical learning?

Perhaps a tour of the community, a parents' program, a newsletter, and People Directory are too much to consider along with the teaching of basic skills, the introduction of the language of career development, and the teaching of inquiring/interviewing skills. If so, what might be managed by your staff? If something should be cut out, what will be kept? How will you establish priorities? If other activities are deemed more worthwhile for

migrant youth, how will these be implemented? What's your best idea to make your first week be a motivating one?

Activity 8, a block of time devoted to working out specifics, relationships, and the use of resources, should enable you and your staff to think through many of the questions you generate at this time. Don't try to solve every problem or answer every question at the moment it is brought up. Record concerns if there is no time in your plan for work on answers, then bring them up again in Activity 3 for active discussion or review. Sometimes answers are visible only in the working out of the activities.

D. Building Self-Confidence

The following lists of questions can be used for group discussion, for conferencing, or for self-examination by teachers. You will find staff with background in elementary education and adult education more tuned in to "personalization" than people with professional backgrounds in secondary education or college work. Again, do not take for granted your people know how to manage a personalized program. They may be able to sing you back a rote song of the right-sounding words, yet not know what the concepts mean in terms of their own teaching behaviors.

How Can My Students Build Self-Confidence?

1. What place is theirs for storage of materials, work, personal expression, projects, etc?
2. What times will they have to explore or share their interests and personal concerns? With whom?
3. What tangible rewards/strokes will they receive when they put forth individual effort?
4. How will they receive credit for contributing to a group project?

5. How will they be helped to see changes in their feelings? Their skills? Their self-image?
6. How will they be rewarded for curiosity, inquiry, exploring new ideas, etc.?
7. Who are their role models? How will these motivators contribute to their personal and social skills? To their future in the world of work?
8. How will my students resolve conflicts? Will they turn to inner resources? Will they see themselves as individuals of worth?
9. Which of their characteristics will help my students in their transition to the world of work? To their future as autonomous adults? Do my students perceive their own positive strengths?
10. How will I be perceived by my students? When will they see me as self-confident? As a decision-maker? As a person happy in a life role?

When Can I Personalize Instruction?

1. When buses arrive or leave.
2. At breakfast or lunch.
3. When others teach my group.
4. When the group is reading.
5. When the group is watching a film or video production.
6. When we travel to a resource site.
7. At regularly scheduled conferences.
8. In small groups working on special skills.
9. In small groups working on special projects.
10. During transitions, breaks, and recreation periods.

The questions should stimulate more thinking toward "the business" of your program and put understanding of the migrant culture in its proper place. The youth do not need sympathy. They need empathy and education — and education means work!

E. Communicating With Adults About Work

Two easy techniques will be presented in this section, but your imagination should be able to spin off another ten in a few moments because this is one of the simplest areas to discuss. Resources are already in place and once your staff achieves a "community classroom" orientation to the work of the program, relationships with working adults can be planned without much "extra" study.

The first technique involves asking your staff to list some basic skills they wish to teach in specific academic areas. Then after five minutes, provide telephone directories for your community and have your staff go through the yellow pages to find working people who use the skills already listed by your staff. You can use a short amount of time to accomplish a great deal because your staff will surprise themselves about how much there is for them to use and how relevant their teaching could be if they worked to make the material relevant.

Methods of interviewing can be reviewed at this time, with emphasis on how the process can promote communication with adults. The following list of questions might be used to help staff renew their focus on infusion. The infusion strategy to a life-centered educational program has to be stressed again and again until it becomes habitual behavior — and the way to achieve focused goals.

1. How will I encourage students to initiate questions?
2. How will I encourage students to listen to the answer given to their question — and follow it up with another question or comment?
3. How will I help my students learn the technical vocabulary necessary to exchange ideas about the work a resource person does?
4. How will I aid a student to gather the information obtained in an interview?

5. How will I help a student process the information? To check its validity?
6. How will I help a student to do additional research about the information or lack of information?
7. How will I help a student follow up an interview with a personal note?
8. Which adults would my students like to interview? Why? Which should they meet? Why?
9. What equipment can be used to record and process the interview?
10. What will be done with the information gathered from the interview? How will it be infused into the regular academic program? Which areas?
11. What key career development skills and concepts can be "taught" through the interview approach? How will they be infused into the academic areas?
12. How will I record and evaluate each student's experiences?

The second technique, card sorting, involves the use of index cards. This process will keep your values in the background and bring the values of individual staff to the fore. It will stimulate involvement and commitment while exposing your staff to a wide range of ideas. Consider this technique as a way to explore and share preferences in planning the use of resource people, to develop understanding and analysis of community resources, not as a way for you to specify behavioral objectives in particular lessons.

Card sorting leads to divergent reasons more than convergent reasons, but more than likely all the options chosen will be well within the parameters of your program. Here are the steps to follow if you decide to include card sorting in your staff development program:

1. Have a package of about 30-50 3" x 5" index cards for each staff member. Before the activity, write occupational titles of workers in your community (cook, carpenter, funeral director, mayor, secretary, etc.) on the cards. Each set of cards need not have the same names.)
2. Give each teacher a set of cards with instructions to sort the cards into two piles: a) those workers who might be used as resource persons in the instructional program directed by that staff member and b) those workers who wouldn't be used.

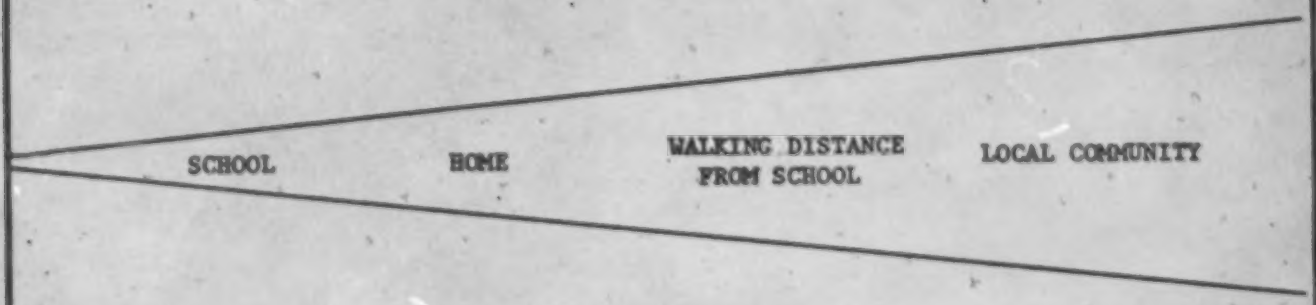
3. Allow three to five minutes for the choosing, then ask your staff to put all "no" and unexamined cards to one side. Ask them to look through the "yes" cards again to choose one worker as a resource person for their students.

4. After three more minutes ask each person to tell who was chosen and why the choice was made. Have each person share his/her choice and reasons before any discussion goes on in the group.

5. After all teachers have spoken, compare their reasons for their choices. Discuss how teaching decisions so often depend on what the teacher knows about the accessible occupations. Be sure your staff knows you want each teacher planning for local needs to use his/her background, talent, and creativity in selecting local resources.

The graphic on the following page may also extend the imaginations of your staff regarding potential accessible resources. An expanding "community classroom" concept is a great asset to the planning of units, one of your most important staff development activities.

WHERE ARE ACCESSIBLE COMMUNITY RESOURCES?



1. Superintendent
2. Principal
3. Secretaries
4. Counselors
5. Custodians
6. Cafeteria Workers
7. Delivery Personnel
8. Teachers
9. Students

1. Parents
2. Siblings
3. Grandparents
4. Other Relatives

1. Shopping Centers
2. Postal Workers
3. Neighbors
4. Retired People
5. City Workers
6. Gas Stations

1. Governmental Agencies
2. Business and Industry
3. Social Agencies
4. Religious Agencies
5. Recreational Agencies
6. Labor Unions

AND

OF COURSE

THE TEACHER'S IMAGINATION!

F. Projecting Into the Future

Using sets of questions in Appendix F and the "new" language of the strands of career development, ask your teachers to suggest those activities (for any age level) which stimulated thinking about the future. You may wish to contribute to the discussion, but don't overwhelm the group with commercially-prepared materials. Their personal and teaching experiences should be the prime catalyst for this brief endeavor.

Your role will be to point out how a person's projection into the future usually comes about because of a definite stimulus. Most people live in the present and are not future-oriented.

Help your staff to realize the key role of an intervening force, of a teaching behavior that stimulates thought and discussion about the future. It has often been said that a teacher affects eternity. Maybe a more modest objective for your staff should be "the next three to five years".

If all your professionals aim for is fewer dropouts, more schooling, a high school diploma, graduation, college, etc., think how limited your program will be. Your staff should be ready to intervene in all activities -- ready to establish relevance and ready to project ideas into the future. If they act as interveners, their future-oriented modeling behavior will be "taught" to the students just as surely as anything else in the curriculum. Students learn as much from how a teacher acts as from what is being presented.

Materials in Appendix Q will be helpful, but will not insure learning a new orientation to life. Future-oriented thinking requires many changes in attitudes and values, all of them causing some discomfort. Very few people change basic habits of thought without going through some kind of personal

suffering. Your staff should prepare themselves to give support for students undergoing changes in their thinking and valuing. Your people can not (and should not) think or value for their students, but they can show visible support for the rough spots in their students' career development process.

Your staff, as professionals, may appreciate personal growth and development, even value it very high on their master list of life priorities, but you have to keep in mind many cross-cultural transformations will be in process at the same time. Students may be manifesting "growth and development" behavior, but be undergoing the process in very different dimensions than their Anglo teachers might imagine. Thus, any zeroing in on specific goals and activities should also zero in on ways to gather continuous feedback from migrant youth, their counselors, and their families.

No activity should be judged good just because it's planned well. The consequence of the activity, especially an intervening activity to educate students about their options in the future, should determine its educational value. The consequences of one activity should be blended into planning of others to follow.

Integrating new basic skills, occupational information, and new habits of thought will be difficult, almost impossible at times, so prepare your staff to cherish and share movement toward life-centered goals. Many items and events in life are rare and precious. The fruits of your labors are as important as the rarest of all commodities on this earth. Tell your staff you expect to hear shouts of joy when new insights are reached. A joyful staff, sharing communion about human aspirations and hopes, will bring about more effective results than a staff held to efficiency, restrictive discipline, and auditing of test results.

Professional educators want professional goals. Your staff development program has to soar above management, discipline, and organization of resources if you want your people to achieve high goals. Do not be afraid to discuss suffering, joy, fear of the future, or the adventuring of the human spirit in the same meetings you're sharing forms, discussing resource people, or choosing objectives and materials for teaching the basic skills.

The extra energies you and your staff will need to work through program problem situations are not going to come from pay checks. Motivation will come when your staff decides to soar with you.

Chapter Five

PREPARING INSTRUCTIONAL RESOURCE UNITS

Sample activities for lessons and/or units can be found in Appendix M. The materials offer more ideas than any one teacher can work with in a summer program and are not meant to be copied. They are merely to stimulate planning, and more thoughtful consideration of local needs and local resources.

Two rhythms in your staff development program need to be carefully controlled. One stretches, expands, generates new ideas, and generally widens the imagination of teaching opportunities, resources, and potential problems. The other is counter-cyclical in that it converges all concerns to:

1. What am I going to do?
2. What will my students do?
3. How can I make the activities work?

A. A Contract Approach to Unit Writing

One strategy to spread the security net for your staff and yet encourage imaginative thinking is a contract approach. This approach zeroes in on key management concerns while still allowing teachers to soar toward high program goals. An easy "contract" to negotiate is to request your staff to use their planning time to address the following questions:

1. What basic skills will be highlighted? (ACADEMIC AREA)
2. What adults will be sharing information about their work, life roles, and goals? (RESOURCE PEOPLE)
3. How will individual students be involved in doing activities? (SENSORY LEARNING EXPERIENCES)

4. What student products can be shared in a social setting? (END PRODUCT)

5. What skills or knowledge will contribute to a student's perception of his/her adult life role? (CAREER/VOCATIONAL DEVELOPMENT)

6. How will students become resource people within their families? (FAMILY IMPACT)

Some staff will be unable to take one theme idea and follow its path through the contract questions. They'll need many resources, lists of activities and curriculum objectives, to be analyzed for how they might be adapted or adopted. However, a staff member "taken by an idea" will push his/her personal motivation into the above contract very quickly.

B. A Focusing Unit

A staff member somewhat overwhelmed by the "new" purposes or range of needs to be met (or bound by traditional ways of thinking about units and groups of students engaged in subject-centered textbook lessons) may respond somewhat lukewarmly to the open-ended contract approach. Such a person may find more satisfaction in working on a focusing unit.

The important strategy is to insure that a mutually agreed-upon structure is being used to house planning ideas. The focusing unit will help you get away from "We'll see what they need when they get here and then give them a remedial program." A focusing unit forces positive thinking and planning.

You can be sure your staff will initiate a sound educational program if they are involved in using their own ideas in planning them, but the focus on work to be done has to be clear. This guide does not sponsor an accidental or incidental approach to education. Plan, do not trust to chance.

A FOCUSING UNIT

I. A. UNIT TITLE _____

B. SUGGESTED LEVEL _____

C. APPROXIMATE TIME NEEDED FOR UNIT _____

II. GOAL(S) OF UNIT (ACADEMIC AND CAREER/VOCATIONAL)

A. CONTENT TO BE LEARNED BY STUDENTS:

B. SKILLS TO BE LEARNED BY STUDENTS:

III. RESOURCES IN SCHOOL IN COMMUNITY

A. PEOPLE:

B. PLACES:

IV. ACTIVITIES:

V. PRODUCT OF STUDENT TO BE SHARED WITH OTHERS:

VI. RECORD KEEPING OF STUDENT PROGRESS AND ACHIEVEMENT:

VII. HOW THE STUDENT CAN IMPACT THE FAMILY:

A. LANGUAGE

B. RESOURCES

C. BEHAVIORS

VIII. SPECIAL NOTES FOR THIS UNIT

Chapter Six

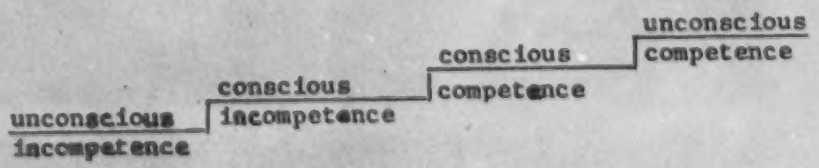
EVALUATION OF THE STAFF DEVELOPMENT PROGRAM

The evaluation forms in this section may be used as discussion guides, but group suggestions often become nothing more than a rephrasing of the ideas of your most dominant staff personality. Allow 15 minutes at the end of your last activity, or ask people to give you their evaluations individually during the Statewide In-Service if it immediately follows your staff development program. Writing words and phrases on the form is all that's needed. A typed document with all complete sentences, etc. is not necessary.

Use some kind of written form because it will express your sincerity and professional planning for staff learning and development. Your staff will appreciate you and your goals if they see visible work from you that you planned, that you did your homework, and that you cared enough to want to remember their individual ideas.

Be sure to compliment them for their efforts in moving toward new goals and activities. The process of working for life-centered education will not be an easy one. Many habits of thought and action may have to be changed.

The following graphic might be helpful to your thinking now that you have examined the material in this guide:



Most of us know the expression "ignorance is bliss". The way to being "natural" (excellent) is through difficult personal change. How we treat ourselves as we pass through the "conscious incompetence" and "conscious competence" stages is highly significant to our mental health and competency-attainment level. If we see the need for "suffering through" activities in which we are embarrassed by our shortfalls, we will persevere. However, if we feel all we're doing is make-work, our motivation decreases and we become slow learners or drop-outs.

Your prime task is to keep effort high through involvement; through bringing out and then bringing together personal self-interests; through focusing on the educational needs of migrant youth; and through celebration of the communion you, your staff, the students, and the parents can enjoy through a life-centered program. Quite a mission, don't you think?

Do not expect to be excellent in directing a staff development program by doing it once. Trial-and-error experience is often needed for the naturalness of personal excellence to take hold.

A. TEACHER EVALUATION OF THE STAFF DEVELOPMENT PROGRAM

1. What practical ideas helped you most?

2. Have your feelings about teaching migrant youth changed as a result of the activities? If so, what made the difference?

3. What do you plan to do first after you meet your group of students?

4. What concerns do you still have about the work you have to do?

5. What might have been omitted from the staff development program?

6. Which ideas were best suited to you?

7. What should have been emphasized more?

8. What suggestions do you have to improve the staff development program for next year?

9. What other activities should be planned for you to help you do your work more effectively this summer? Should these be done through regular staff meetings? Through conferences with resource people who offer technical assistance? Other ways?

B. EVALUATION BY THE DIRECTOR OF THE STAFF DEVELOPMENT PROGRAM

1. What evidence do I have that my staff learned:
   a. about migrant families and their culture?
   b. the goals of migrant education for this summer?
   c. practical ways to personalize instruction?
   c. ways to build self-confidence?
   e. ways to infuse career development into the basic skill areas of the academic curriculum?
   f. ways to provide vocational experience?
   g. ways to help the student become a resource person to his/her family?
   h. which resource people and work sites are accessible this summer?

2. Which of my staff needs help:
   a. in working in a team?
   b. in relating to migrant youth?
   c. in organizing resources for teaching?
   d. in planning for infusing career development into the academic areas?
   e. in knowing how to gather data for evaluation and reporting?

3. What was the best part of the program? Why?

4. What needs to be improved? What will be done in the remaining staff meetings this summer?

5. What else is needed for next year?

The preceding form should help you get your head together for reporting to local administration, boards of education, state and cooperating agencies, and your conscience. The same advice about teachers writing an evaluation is hereby given to you. Demonstrate you care for your own hard work in planning the staff development program by recording your feelings and thoughts on paper. When the halo effect of the summer wears off you may be surprised by what you have given yourself to reflect upon.

Appendices

A. Worksheet: Perceptions and Expectations About Migrant Youth

B. Discussion Questions About Migrants

C. Information About Migrants

D. Career Development Concerns

E. Tips on Teaching Interviewing

F. Ideas Developed from Interviewing

G. Communicating Activities Can Be Focused

H. Parents and Family Impact

I. An Overview of the Use of the Newspaper/Newsletter

J. Expressions of Feelings About Migrant Life: I Am Joaquín and Esperanza

K. Resource People for Migrant Educational Programs in Illinois

L. Selected Resource Materials

M. Sample Instructional Activities Infusing Career Development and Basic Academic Skills

N. A Guide for Discussing the First Week's Plans

O. Forms to Facilitate Communication

P. Form for Migrant Student Record Transfer System

Q. Projecting into the Future

R. Glossary

S. Resource Unit: Focusing on Wellness, Illness, and Health Care Occupations

Appendix A

Worksheet: Perceptions and Expectations About Migrant Youth

What I know About Migrants:

What I Learned From Others:

Implications for Teaching:

Appendix B

Discussion Questions About Migrants

1. Why are migrant families very close?
2. Who makes the decisions in a migrant family? Why?
3. What is the role of the crew chief?
4. Why is the high school drop out rate 85%?
5. Why do migrant females defer to males?
6. What are the interests of high school migrant youth? of males? of females?
7. What are "settled migrants"? What work do they do?
8. Why do migrants have a stronger work ethic with regard to farm work than factory work?
9. Why will migrants have little field work by 1990?
10. Where do migrants travel in the midwestern stream? Where is their home?
11. What agencies work with migrants? What do they do?
12. Who funds programs for migrants? Why? How?
13. How will coming from a migrant culture make a difference in classroom behaviors? eye contact? relationships with the authorities of the school? resolutions of value conflicts?
14. How does migrant culture make a difference in personal and social behaviors with members of the business community?
15. What does "HARVEST OF HOPE" mean?

Appendix C

Information About Migrants

Two factors shaping a migrant are lifestyle and strong family commitment. Their lifestyle is largely controlled by external factors. There is little choice or decision-making involved, except that they seek to preserve their culture. For instance, beginning and ending dates of their work contracts are set by the food processors. There are no active farmworker organizations for those in the midwestern stream. Weather, the amount of harvest or cultivation needed in the fields, and crew leaders determine availability of work. The life of poverty offers very few choices. Most "solutions" are predetermined for them.

Their traveling and living conditions while working the fields contribute to the situation in which they have been called the invisible population. They are invisible not because they want to be; they are invisible because they fall through the cracks of the social system.

In one sense, a migrant family may be viewed as an economic unit, a work unit. Their work attitude is that their short term employment (usually on farms) is a means to satisfy physical needs, not a mental challenge. All work to support each other. Money is sent home regularly to maintain family members in Texas or Mexico. They provide care for younger members while families travel to earn a living. Many relatives live together to reduce expenses. (Anglos call this overcrowded conditions.)

Strong loyalty and family ties are the direct result of feelings of responsibility for each other. Girls are protected from unwholesome contact with strangers and the family name is stoutly defended. The father is the dominant figure in the family, having unquestioned authority. The wife and children usually do not discuss with the father what the family should do. The mother is passive, committed to her children's and husband's well-being. The mother does the cooking for the family. Older children accept many of the responsibilities of caring for their younger siblings. They also do a lot of household chores and errands, especially because the children often speak English better than their parents.

It is difficult for migrant parents to discuss their children's education with Anglos. They work long hours, feel there is a language and cultural barrier, and do not have ready access to telephones. Communication with parents may be through the "recruiter," the interstate counselor, the Illinois Migrant Council staff, and through parent meetings at night, on rainy days, and on Sundays.

It would be difficult for summer educational staff to communicate with parents at their camps, partly because of the language barrier and times when conferences could be arranged, and partly because housing for most migrants is minimal. Few dwellings have running water, heat, adequate space, privacy, or indoor toilet facilities. The family's possessions remain in Texas while they travel.

Most migrants will defer to the school on all matters concerning the education of their children. They do not want challenging social situations with Anglos. Securing a loan, buying a car, differing about

costs, etc. are all perceived as situations to be avoided. Migrant families are often treated as third class citizens in Texas, living in barrios outside of towns. Few Texas schools encourage the children to speak Spanish in school. Some are discouraged from speaking Spanish on the school grounds. Migrant children do not usually participate in all school activities, partly because of poor grades and partly because they arrive late in the fall term and leave before the academic year is completed. They are usually older than their classmates. The high school drop-out rate is 85%.

Most high school age youth would be working the fields or factories if they didn't receive a stipend to attend school. In school, students see tangible success if their credit is transferred. They are serious about school because if offers them social experiences and academic work. Once students drop out of school it is difficult to get them to return. A few return for the GED or specialized programs and there will be some students beyond nineteen in high school programs.

The Interstate Counselor, a student advocate and bridge between the family and school, usually brings information about student progress in school from Texas and helps in the transfer of credit through the Migrant Student Record Transfer System, a computerized network linking schools in many states.

Interests of high school youth will be drawn from the general culture, such as TV and radio, but cultural traditions and habits will be strong. Adolescent males are influenced by "the low rider" concept. Cars are an important part of their life.

Migrants like family-centered activities. The entire family attends week end dances (bailes). They celebrate holidays and special occasions

such as birthdays, weddings, baptisms, and quinceneras. The children and youth like social experiences such as school dances, carnivals, bingo, and roller skating. They play soccer, volleyball, and softball for the fun of it, not for the competition. TV is seen as an interest, something to pass the time. They listen to music, play with younger children, and, although they have limited access to libraries, read magazines, "soap operas," short stories, and do crossword puzzles.

Migrant youth view school as a means to a better, easier life. They are rarely assertive, though, with authority figures or Anglos in general. As students, they lack self-confidence and often drop out because of financial difficulties at home. They have a hard time handling "straight" academics, usually not initiating questions or asking for clarification about material which may not be relevant to their experience, partly because of their lack of confidence, partly because they are older than the other students in the class, and partly because of their cultural habits.

Eye contact will be generally avoided unless trust is achieved. Migrant females will defer to migrant males in lining up for meals or in class discussions. Their roles in social situations are circumspect. Discussions about opportunities in the world of work for contemporary women will be perceived according to their own cultural values.

Migrant youth have a present time orientation. They do not think ahead of themselves in time. They are not future-oriented. They are very proud to be Mexican-American, but are unaware of their potential. In fact, they often seem to be more responsible to the group then to themselves. They are often willing to give up their own personal activities for others.

There is inherent bitterness about their role in American civilization, but the feeling is expressed against the role not the person. This resentment often acts in reverse in that it makes their cultural pride soar. Several of their poems and songs express the bittersweet quality of their lifestyle with wit and great beauty. (See I Am Joachin by Gonzales or Brown-Eyed Children of the Sun.)

Sensory experiences and opportunities for bilingual experiences are appreciated. The students seem to work better and learn more in small group situations. They like personalized activities, especially when the teacher shows a personal interest. They respect strong role models, especially adults who have made it from out of their own farmworker culture.

Migrant students, as many other young people in our thing-oriented culture, may have limited experience with people in the world of work. They need career development in terms of thinking of themselves as individuals who may design their lives, occupational information about the variety of opportunities, vocational experiences to build job-oriented skills, and personal and social skills to utilize the technological resources of communities which benefit from their labor and presence. They need to be helped to be a contributing part of the world of work and the world of work has to be "uncovered" for them so it can contribute to the betterment of their personal and social lives.

Appendix D

Career Development Concerns

Lifestyle	A1.	To help students realistically assess personal opinions about the ideal lifestyle.
	A2.	To help students compare personal likes and dislikes with those of other people.
Work Styles	B1.	To help students become more aware of the variety of jobs associated with any large work organizations.
	B2.	To help students consider some of the implications of working with other people.
Connections	C1.	To help students consider the interdependence of jobs within any large work organization.
	C2.	To help students understand the interrelationship of different jobs in society.
Conditions	D1.	To help students identify a number of different working conditions.
	D2.	To help students explore their own likes and dislikes in terms of working conditions.
Choice	E1.	To help students understand more about the program of making decisions.
	E2.	To help students build confidence in decision-making.
Communication	F1.	To help students understand the importance of conversational skills.
Work Patterns	G1.	To help students understand the pattern of work in a particular locality.
	G2.	To help students examine the relationship between jobs and lifestyles.

Community	H1.	To help students increase their awareness of social problems related to the world of work.
	H2.	To help students evaluate the resources available within the community to deal with social problems.
	H3.	To help students consider what action is necessary to overcome social problems in the community.
Time	I1.	To help students evaluate the ways in which time is spent during school life.
	I2.	To help students anticipate the ways in which time will be spent after leaving school.
Self	J1.	To help students begin to assess personal priorities in life.
	J2.	To help students compare personal opinions and attitudes with those of other people.
Planning	K1.	To help students assess the advantages and disadvantages of planning ahead.
	K2.	To help students consider ways of applying planning skills.
Work Place	L1.	To help students further explore a large work organization and identify the roles of people who work there.
	L2.	To help students examine some of the differences between life in school and life in paid employment.
Skills	M1.	To help students appreciate the different skills required for different jobs.
	M2.	To help students build confidence in relating to other people in a work situation.
Change	N1.	To help students think about the possible nature of society in the future.
	N2.	To help students understand more about "change" and the likely personal effects it could have on life in the future.
Coping	O1.	To help students understand the influence of unexpected happenings in human life.
	O2.	To help students consider how adults have encountered unexpected events in their "planned" life-time-space.

Appendix E

Tips On Teaching Interviewing

Some teachers believe the time for free expression is absolutely necessary because that time forms a bridge for young people and adults to meet at the feeling level. Other teachers find free expression uncomfortable; they need to work from a structure built with curricular goals. For such teachers an outline is usually necessary so that the interview is directed toward "what the students ought to know."

The following outline may provide a range of questions satisfactory to both groups of teachers. The outline is not intended as the main route for the interview, because a person-centered interview will move about in many interesting and worthwhile directions. But this outline will focus attention upon the several dimensions of the resource person, thus encouraging communication about a range of ideas, but limiting the range to that understood by students, the resource person, and the teacher.

The following questions will help you structure the interview so that students will learn about the person in the occupation. Encourage students to interpret the answers in a way that will have personal significance for them.

I. Information about the work involved

a. What is your job title?
b. What do you do?
c. What kinds of tools or machines are used in your job?
d. Do you have any special uniform or clothing for your job?
e. Describe where you work. Is it hot, cold, noisy, indoors, or outdoors? Are there hazards?
f. Do you travel much in your job?
g. Do you usually work with others, or do you usually work by yourself?
h. What do you feel is the hardest part of your job? The easiest?

II. Preparation and education

a. What are the educational requirements for this job?
b. What experiences would be helpful in preparing for this job?
c. What subjects in school contributed most in this job? How?
d. Are there special professional or union requirements which you must meet to get this job?
e. How would a person get an entry-level job in this field?
f. Are there more men or women in this field?
g. What other jobs does your own job qualify you to do?

III. Compensation

a. About how much money could a person expect to make who is just starting in this job? After several years?
b. Could a person make extra money in this job?
c. What fringe benefits are available to you (e.g., vacation, insurance, sick pay)?
d. How does a person get paid in this job (e.g., hourly, weekly, monthly, by piecework, commission)?
e. Would you stay in this job if it paid less? Why or why not?

IV. Personal aspects of the job

a. How do you feel about your work?
b. When do you receive compliments about your work?
c. What would you most like to change in this job?
d. How does your job involve other people? How does your job affect their lives?
e. Does your job affect your personal life?
f. Do you have to work nights or on weekends? Is there steady employment in this field, or is it seasonal?
g. Can you schedule your own time?
h. Do you have a job where you have to be nice to people all day--even people who are crabby and ill-mannered?
i. When and why are people fired from this job?
j. Is this job available where we live, or would relocation be necessary?
k. What are the opportunities for advancement?

V. Career development

a. What did you first think of doing with your life in terms of a career?
b. How did school help you make career decisions?
c. Who was a significant person in your career development?
d. What did your parents think of your career choice? Your teachers?
e. Have you always wanted to do what you are doing today? Why or why not?
f. How did you find out about your present job?
g. What changes have you made in your career development?
h. Where do you see yourself in five years? In ten years?
i. What do you recommend to a young person thinking of a career in your field today?

VI. Other questions

a. What else can you tell us about your work that you feel we should know?
b. What do you suggest we do if we want to find out more about your type of work?

The teacher is responsible for the class and the interview. If questions are not yielding the information desired, the teacher should intervene and expedite the interchange of ideas. The teacher knows the background of the learners and should assist them in pursuing individual interests whenever possible. An active teacher, ready to intervene when necessary to aid the students or the resource person, is the best guarantee of an effective interview. The following suggestions for what to do and what not to do will help students establish an amiable mood for the interview and avoid unpleasant situations.

DO:

- research prior to the interview. Background information about the job will help you develop more intelligent questions.
- mention some of the facts already known about the resource person to create a pleasant atmosphere.
- ask broad and general questions early in the interview to establish rapport.
- try to ask some questions that will evoke affective responses from the individual -- questions such as: "How do you feel about your job?" "What do you value, like, dislike, etc.?"
- rephrase questions to get answers unless the resource person indicates the question is inappropriate.
- tell the resource person that he or she is free to say: "I would like to pass on that question," or "Next question, please."
- build questions upon the answers of the resource person.

DO NOT:

- ask questions of a personal nature, such as: "Are you married?" "Do you have family problems?"
- ask questions which can be answered with "Yes" or "No."
- ask: "How much money do you make?"
- say "I see" or "Yes" after each response of the resource person. Questions can be built on responses, or students can go directly to the next question.
- let the interview run too long.
- compare the person whom you are interviewing with other people who have similar jobs.

How do you know when students have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations. However, your view can determine an assessment of their progress and achievement. To help you focus on visible evidence, the following questions are offered:

1. Can the student roleplay the interviewing process?

   a. Does the "interviewer" question with a purpose?
   b. Does the "interviewer" follow a strategy?
   c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the student is "interviewing"?

   a. How are the interviewed person's thoughts recorded?
   b. How is the interview reported to others?

3. Can the student explain interviewing skills? In writing?

   a. Are steps in interviewing set out in an orderly manner?
   b. Can the student judge his/her own talents against what has been set out for the class?

4. Does the student use interviewing skills in voluntary situations?

   a. Are ordinary encounters turned into learning situations?
   b. Does the student seek interviewing situations?

5. Does the student read "interviews" in newspapers and magazines or watch "interviews" on television?

   a. Is information volunteered about media presentations that highlight interviews?
   b. Are experiences (seen, read, or heard) shared with others?

6. Does the interviewed person send feedback to the teacher and/or class?

   a. Are expressions directed to the content of the interview? the studies of the class?
   b. Are expressions directed to the interviewing process?

7. Does the student express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

Appendix F

Ideas Developed From Interviewing

These questions could stimulate inquiry communication, and future-oriented thinking about one's place in the world of work. Use only as a guide, not as a worksheet. Perhaps these questions could be put on index cards, then ask students to pick 5 of their own choice.

What to look for if I were to secure employment at this site:

1. What do the buildings look like?
2. Are they well designed for the job?
3. What special clothing is used and who provides it?
4. How are refreshments and meals obtained and paid for?
5. What are the bathrooms like?
6. What are the first aid and rest room arrangements?
7. What are the hazards?
8. What are the safety precautions?
9. What are the hours of work and breaks?
10. How would I get to work?
11. How long would it take?
12. How much would it cost to get to work?
13. Where would I put my belongings when I am working?
14. Is there any background music? What do the workers think about it?
15. What would I like or dislike about these conditions?
16. Where do the workers eat their meals?
17. What are the parking arrangements?
18. What are the safety rules, (e.g., fire, machine guards, protective clothing)?
19. Would I spend most of my time:

sitting	walking	reaching	lifting
standing	staring	lying	gripping
bending	listening	kneeling	cramped
			climbing up ladders

20. Where should waste go?
21. What hours would I work?
22. Where would I work? (e.g., indoors/outdoors)
23. What holidays would I have?

24. Would I have to join a union?
25. How would I know my terms of employment?
26. What would be the terms in my contract?
27. What would the firm expect of me?
28. What impressed or surprised me most?
29. What social activities are there?

A Look at the Job

People

1. Who would I work with? How closely?
2. Who would be my boss? What does he do and where does he work?
3. Would anyone work for me?
4. What would they do?
5. Would the other workers be my age or older?
6. Would I meet customers? Who, what do they do and where?
7. Would I meet suppliers? Who, what do they do and where?
8. Would I meet visitors? Who, what do they do, where and why?
9. Would I work with the same people all of the time?
10. Who would be available to help me? How would I contact them?
11. What would my mother and father think if I did this job?
12. What would my brothers and sisters think if I did this job?
13. What would my friends think if I did this job?
14. Would I gain respect from other people by doing this job?
15. How long would I want to continue doing this job?

Personal

1. How would the job affect my "free" time?
2. How long would I spend traveling?
3. Would I have to live away from home?
4. How would it affect my appearance -- little 1 2 3 4 5 a lot?
   dress -- little 1 2 3 4 5 a lot?
   manner -- little 1 2 3 4 5 a lot?
   speech -- little 1 2 3 4 5 a lot?
   social life -- little 1 2 3 4 5 a lot?
   health -- little 1 2 3 4 5 a lot?

5. Would it cause me extra expense?
6. What other jobs could I do later on?
7. How long would this job last?
8. How much would I earn?
9. How and when would I get pay raise?
10. How would my pay be worked out?
11. Would I have to work overtime?

A Look at the Job

1. If I did this job, what would I do first?
2. How would I start? What then?
3. Where does the finished work go?
4. What is it used for? Who uses it?
5. What would I be expected to do?
6. What makes the job go well?
7. What can go wrong? How could I tell?
8. What would I do about it?
9. How would I know that the finished work is right?
10. What would I like about doing this job?
11. What would I dislike about doing this job?
12. What is the most important thing to remember about the job?
13. Why is it important?
14. What are the other things I would have to remember?
15. How would I know what I would have to do?
16. How would I know when it should be finished?
17. How much is it worth?
18. Where does my work come from?
19. How quickly could I learn to do the job?
20. How would I know when I was fully skilled?
21. Where would I learn the job?
22. What is the most difficult part of the job to learn well?
23. What would I need to see?
24. What would I need to hear?
25. What would I need to touch?

26. What would I need to plan, estimate, forecast?
27. What written information would I need to do the job?
28. Would I have to handle money and give change? How?
29. Would I have to keep records? How?
30. What tools and equipment would I use?
31. What machines would I work with?
32. What materials and components go into the finished work?
33. What other materials would I need to use?
34. Would I need to buy anything? What? What cost?
35. What services would I need to use - mailroom, typing, stores, mechanical?

Appendix G

Communicating Activities Can Be Focused:

I. on Skills:

a. Interviewing involves asking, receiving, reviewing, and responding.
b. Sharing involves producing language to express experiences and thoughts.
c. Thinking and organizing skills are directly related to the learning of reading and other communication skills.
d. Listening, talking, reading, and writing are language-related skills and are learned best when they are related to the ways people use language to communicate with each other.

II. on Individuals:

a. Conferences to improve communication skills can be related to individual interests as well as needs.
b. A variety of inquiry and sharing activities can be suggested to relate activities to learners' backgrounds and styles.
c. Products may be shared (oral reports, exhibits, etc.) or remain as a person's private property (letters, diaries, etc.).
d. Each person's progress can be evaluated as an individual event as well as treated within a larger scope and sequence plan.

III. for a Social Purpose:

a. The contributions of several can be used to produce a product few of them could do individually. Class newspapers, murals, panel discussions, sales programs, and plays are but a few examples of how learners of differing abilities can work together. Emphasis can be upon what can be accomplished and what skills can be learned from each other in a group situation.
b. Motivations to perform a task significant to the work of others is usually of higher quality than motivation to get an extrinsic reward. People and situations are usually more meaningful--and motivating--than grades.
c. Parents and other adults are interested in how skills are applied as well as how individuals are progressing in their skill development.
d. If one's skills are insufficient to the task at hand (and the task is deemed a desirable one), the need to learn to do better next time comes naturally. Purposeful learning builds credibility about the helping work of the teacher; it also builds self-confidence when the student knows that he/she learned the skill because he/she needed to do so. (Look at me! I did it myself!)

IV. on Relating to Parents:

a. Newsletters from the teacher, or written by the class.
b. A cover letter to accompany a booklet or report home.
c. An occasional letter from the teacher with a postscript by the student.
d. Parent visitation to the classroom or exhibit area.
e. Open house during school hours.
f. Special programs, plays, sharing activities, etc.

Appendix H

Parents and Family Impact

You can work with parents in many ways. A few of the techniques can serve many purposes, but an analysis of relationships with parents may look as follows:

1. Communication to parents about student work, school programs, or community information.
2. Use of parents as volunteers in classrooms, in school projects, and in activities which reach out to the general public.
3. Use of parents as resource people for instructional activities.
4. Use of parents on an advisory committee to recommend, plan, or evaluate current practice or anticipated change.
5. Participation in parent study groups supported by the school.
6. Participation in political action groups to support or change legislation.
7. Cooperative relationships in planning, implementing, or evaluating educational programs for individual students, e.g., IEP, work experience, disciplinary action, guidance for future.

This appendix centers on the first item, communication to parents. Much has been written about the need for a cooperative relationship. DeKalb School District personnel use the following idea in their meetings with parents, "We are professionals to help you educate your child." For obvious reasons, your life-centered project will have to change the wording to "We are professionals to help you educate your child to help all of you."

So, with this special focus in mind throughout, let's look at a few approaches that have traditionally worked:

1. Conferences and Parent Meetings. Support services for conferences include people from the Illinois Migrant Council assigned as counselors and aides, counselors assigned to the summer program,

and other staff working with the summer program. Language difficulties may require a translator to be present, but other major problems seem to be distance from home to school, transportation, working schedules of parents, and lack of telephones in the homes of the migrant families. It would seem the best time for conferences would be at parent meetings where families are participating in some all-school activity. Therefore, time for conferences should be built into every parent meeting. Parent meetings could be used to show the work of students, to hear a guest speaker, to participate in "need-oriented" workshops, to share a meal and fun activities, to see a film, a play, etc.

Since attendance of parents at meetings depends on many factors beyond the control of teachers and parents, a schedule of conferences seems inappropriate. Informal conferencing seems mandatory, unless a staffing is needed for a particular purpose.

Helpful hints for conferences are:

1. Consider the parent as an equal partner in the educational process.
2. Listen to what the parents believe is important for their family. Build on the parents' ideas of what is right for them.
3. Explain your ideas and those of the school program as simply and as clearly as possible.
4. Don't be shocked or overly amused by what the parents tell you about their children or their home situations.
5. Discuss alternatives, not right or wrong. Try not to be defensive or argumentative in presenting information.
6. Avoid terms which belittle or are scornful. Don't use sarcasm. Be aware of cultural differences in valuing.

7. Don't pry into the parent's personal life. If a parent volunteers information, treat it with discretion. Consider it in the light of helping the student. Assure the parent that you regard all personal information as confidential.

8. Don't give advice. Resolve conflicts by use of coping skills. Talk about learning new skills.

9. Be specific about student behaviors. Talk about tangible work done by the student. Highlight unique accomplishments.

10. Be positive whenever possible, especially at the beginning and end of a conference.

Teacher-parent conferences during the school year usually have a set time period, a formal atmosphere, examples of student work, evaluation reports, and other trappings of an institutional environment. These usually give a "security blanket" to the teacher (and sometimes put a parent in a second-class role) so prepare for the change in meeting place and atmosphere. Informal conferences will have to be performed quickly, confidently, and as a one-time happening. Each teacher will be out in the open, more vulnerable than ever, but with more potential to be creative and effective where effectiveness is desperately needed.

2. Telephone. Out of the question unless a parent would call the teacher.

3. Written communications. A newsletter helps parents learn what is going on in school, but doesn't help teachers to find out the concerns of parents for their children. Some schools regularly have informational columns in the newspaper, but that would be ineffective in working with migrants. So would radio and TV spot announcements.

It appears the students themselves will be the best vehicle for communication. Therefore, if teachers have the students write what they have learned and why they are learning it -- and then ask that the work be taken home to be shared with parents and other

members of the family -- several things could be accomplished at once:

1. Students would be learning the basic skills of writing.
2. Teachers could evaluate and assist students in their power of expression.
3. Parents could be informed of school activities at the same time.

Some teachers have added the idea of "family assignments" in that the work of the school correlates with the life of the people of the student's family. Opinions, experiences, and questions gathered from family members, then brought back into the classroom for consideration add a dimension of reality to what is being taught. Sometimes it is easy to forget that education, when acting as an agent for change, is controversial, exciting, and motivating. If people play it safe by working with simple knowledge, skills, and attitudes everyone knows, what are professionals accomplishing?

4. Involvement in the School. It appears that direct physical involvement in school activities, whether on site or on field trips, is almost impossible. Migrant families are working when their children are in school. However, rainy days are opportunities -- and opportunities should be utilized to open the door to a more collaborative relationship.

Also, remember that summer isn't the only time when migrant families are dealing with educational institutions. What you provide for them in the way of opportunities during the summer may be fashioned into realities when they are home for the other seasons of the year. Even more importantly, since many of these people have faced prejudice and discrimination for so many years, they may need to learn how to approach the educational institution to ask for their

educational rights and to learn how to inform the educational institutions how they wish to participate as partners in the education of their young.

What is accomplished during the short summer program may not be entirely evident during the summer. And certainly, not all parents will see your work as educating them to what they ought to do. However, if you reach a few parents to explain to them -- through their children if that is the only way you can communicate with them -- the power of their roles in the educational process, a great deal will have been achieved.

Materials should be made available (in English and Spanish) which tell how a parent could help on field trips, help in making instructional materials, help with homework, and help with games, reading, and other educational activities. Accent should be on helping the student to be an active and curious learner. Do not take the building of inquiry skills for granted. For instance, in many families help with "school work" means rote memorization, imitation, and time spent with text material. Communications to parents must get across the community classroom concept and point out how each experience offers potential for learning, that is, if one is tuned to it.

Helping parents to help their children ask questions and to discuss with them the ways in which people approach decision-making situations is difficult, to be sure, but it is the right way to go because it is what education is meant to be.

You must gain commitment to the goal of helping students become effective resource people to their families. In turn, parents have to encourage their children to learn and fulfill that role. Be sure you make clear that being a resource person, sharing information and helping family members to process that information, is not taking over the decision-making. The structure of relationships for decision-making need not be changed by this approach.

The adult head of the family, usually the father, will be the one making the decisions affecting the family. Continue to respect that structure and work with it. If the structure is to change, it should be an internal affair, one evolving from the growing needs of the people involved, not one superimposed from without.

Life-centered educational concepts may be revolutionary in that the central educational goals of schools dealing with migrant youth are being refocused, but the social philosophy of life-centered education is conservative. Life-centered education seeks to preserve and strengthen the basic family unit while furthering the development of our nation's young people.

Appendix I

An Overview of the Use of the Newspaper/Newsletter

A. Through the newspaper teachers can:

1. teach basic skills such as English and math.
2. make students aware of jobs in the newspaper field.
3. involve students in planning, producing, and explaining the newspaper.
4. develop students' interests by writing about hobbies, games, etc.
5. inform parents of program activities and goals.
6. invite parents to contribute their ideas to their children's "academic" or vocational program.
7. review accomplishments and discuss problems relevant to migrants.

B. Plan for a collaborative production:

1. work may be done by individuals or groups.
2. supervision may be minimal, if direction at the outset is firm.
3. written instructions should accompany each discussion of tasks.
4. worksheets should be filled out by student journalists.
5. identify ownership wherever possible.
6. have editing and proofreading done as the copy is written.
7. establish timelines, back-up resources, support personnel.
8. use a flexible format to allow for last-minute changes.

C. Content should be life-centered:

1. give practical information about school activities.
2. highlight individuals and their families.
3. focus on work being performed at home as well as in school.
4. discuss impact of education program on family unit.
5. invite suggestions from parents about topics to be covered.

Appendix J

Expressions of Feelings About Migrant Life: *I Am Joaquín* and *Esperanza*

Appendix J

I AM JOAQUÍN

rodolfo "corky" gonzales

...Here I stand
before the Court of Justice
Guilty
for all the glory of my Raza
to be sentenced to despair.

Here I stand
Poor in money
Arrogant with pride
Bold with Machismo
Rich in courage
and
Wealthy in spirit and faith.
My knees are caked with mud.
My hands calloused from the hoe.
I have made the Anglo rich
yet
Equality is but a word,
the Treaty of Hidalgo has been broken
and is but another treacherous promise.
My land is lost
and stolen,
My culture has been raped,
I lengthen
the line at the welfare door
and fill the jails with crime.

These then
are the rewards
this society has

For sons of Chiefs
and Kings
and bloody Revolutionists.

Who
gave a foreign people
all their skills and ingenuity
to pave the way with Brains and Blood
for
those hordes of Gold starved
Strangers

Who
changed our language

and plagiarized our deeds
as feats of valor
of their own.

They frowned upon our way of life
and took what they could use.

Our Art:
Our Literature
Our music, they ignored
so they left the real things of value
and grabbed at their own destruction
by their Greed and Avarice
They overlooked that cleansing fountain of
nature and brotherhood
Which is Joaquin.

We start to MOVE.

La Raza!

Mejicano!
Español!
Latino!
Hispano!
Chicano!

or whatever I call myself,
I look the same
I feel the same
I cry
and
Sing the same

I am the masses of my people and
I refuse to be absorbed.

I am Joaquin

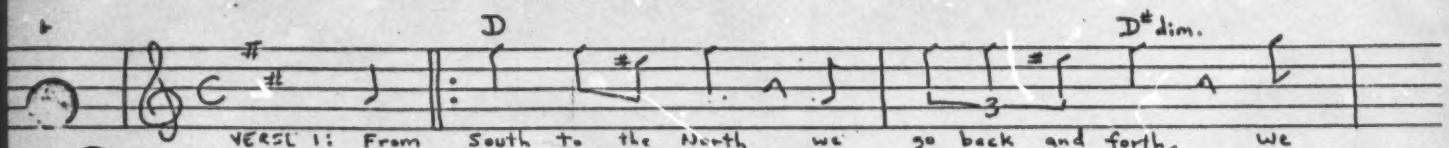
The odds are great
but my spirit is strong
My faith unbreakable
My blood is pure
I am Aztec Prince and Christian Christ

I SHALL ENDURE!
I WILL ENDURE!

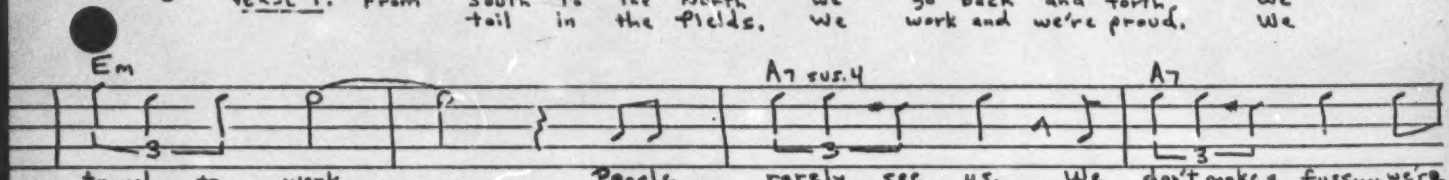
reprinted from Literatura Chicana
texto y contexto

Esperanza

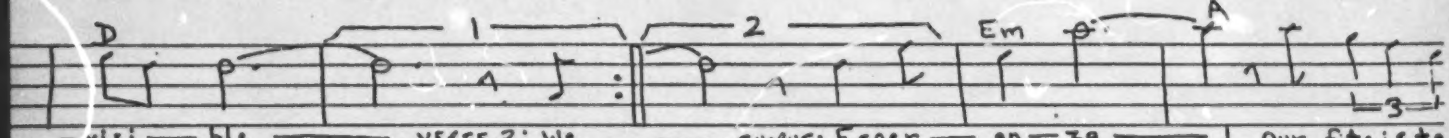
by T.E. Archer



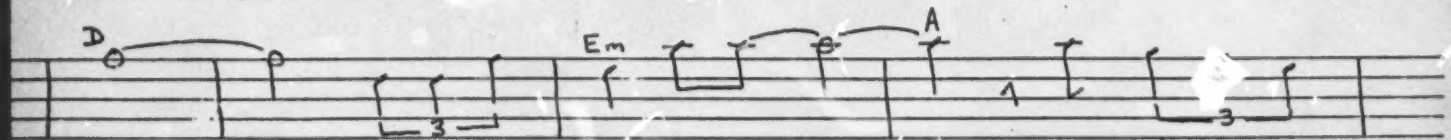
VERSE 1: From South to the North we go back and forth, We
tail in the fields, We work and we're proud, We



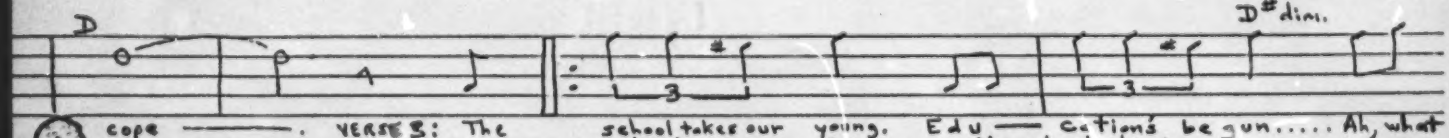
travel to work ——— . People rarely see us. We don't make a fuss.... we're
know ——— we're strong ——— . ——— We earn our own pay. We make our own way... yrtwe



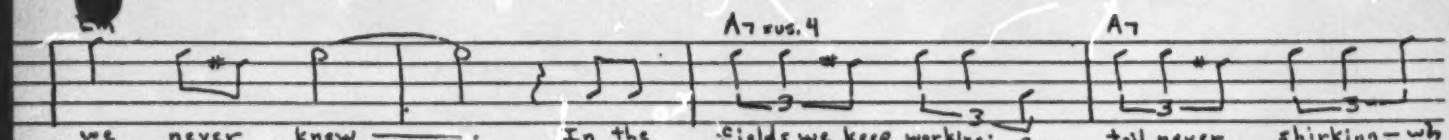
—visi — ble ——— . VERSE 2: We ——— . CHORUS: Esper — an — za ——— ! Our fate is to
—vuri — ble ———



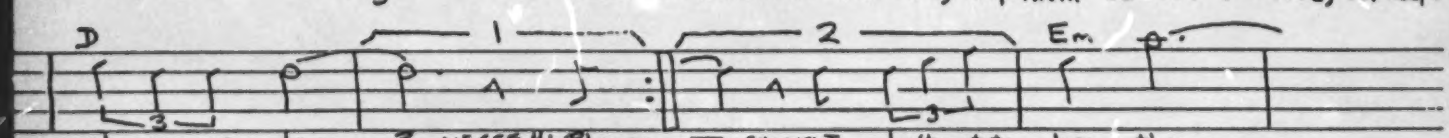
hope ——— . Our children are the means ——— to help us to



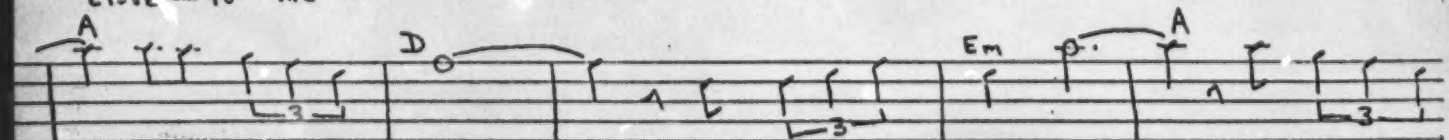
cope ——— . VERSE 3: The school takes our young. Edu — cations be gun..... Ah, what
make them more free ——— through school, not T.V. Keep the



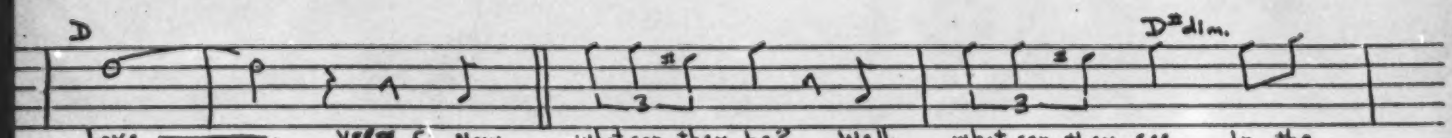
we never knew ——— . In the fields we keep working; from toil never shirking — wh
values ——— strong ——— . Teach them skills to survive, help them be more a — live, but keep t



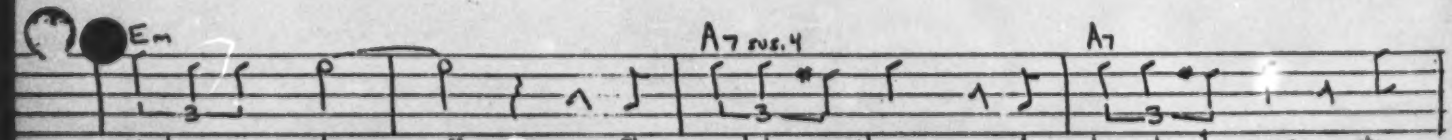
else can we do ——— ? VERSE 4: Please ——— . CHORUS: I don't want to lose them ———
close — to me ———



— to a decadent world ——— . I want to sus — tain them ——— in honor and



love ——— . VERSE 5: Now what can they be? Well, what can they see In the



work — we do ——— ? They need to explore, to learn to do more to

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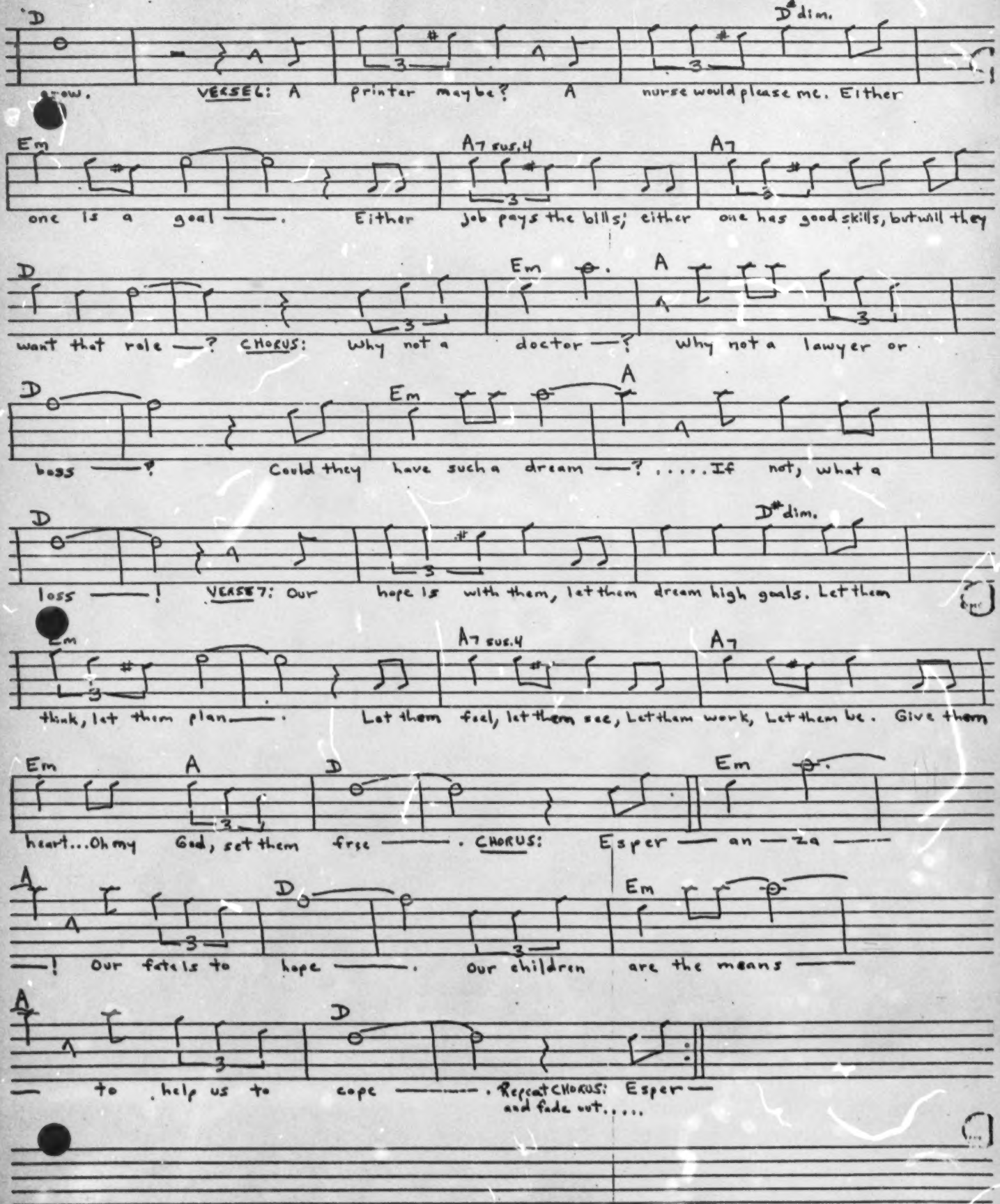
Esperanza
(continued)


D
D#dim.
grow. VERSE6: A printer maybe? A nurse would please me. Either
Em
A7 sus.4
A7
one is a goal —. Either job pays the bills; either one has good skills, but will they
D
Em
A
want that role —? CHORUS: Why not a doctor —? Why not a lawyer or
D
Em
A
boss —! Could they have such a dream —? . . . . . If not, what a
D
D#dim.
loss —! VERSE7: Our hope is with them, let them dream high goals. Let them
Em
A7 sus.4
A7
think, let them plan —. Let them feel, let them see, Let them work, Let them be. Give them
Em
A
D
Em
heart... Oh my God, set them free —. CHORUS: Esper — an — za —
A
D
Em
—! Our fate is to hope —. Our children are the means —
A
D
— to help us to cope —. Repeat CHORUS: Esper — and fade out. . . .

"Esperanza" — words and music © 1981 by T.E. Archer, Walter Warnick

Appendix K

Illinois State Board of Education

Title I Migrant Section Personnel

Aurelio "Larry" Jazo
Assistant Manager/Coordinator Migrant Education
Compensatory Education Section
Illinois State Board of Education
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Springfield, IL 62777

(217) 782-6035

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Manuel Velasco
Educational Specialist - State Recruiting
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Brenda Pessin
Educational Specialist - Evaluation
Compensatory Education Section
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100 North First Street
Springfield, IL 62777

(217) 782-6035

Cathy Mains
Educational Specialist
188 Randolph
Chicago, IL 60601

(312) 793-8680

State of Illinois Title I Student Migrant Education Projects

PROJECT NAME/DISTRICT Address and Phone Number	PROJECT DIRECTOR'S RESIDENCE Address and Phone Number
SUMMER ONLY PROGRAM Addison Common District #4 400 North Addison Road Addison, IL 60101 312/628-2535	John Czech 1822 Portsmouth Schaumburg, IL 60194
SUMMER ONLY PROGRAM Centro Tezcatlipoca Rockridge School District Edgington Attendance Center Taylor Ridge, IL 309/ 795-1713	Marcia Valle 2037 LeClair Davenport, Iowa 52803 319/326-0677
SUMMER ONLY PROGRAM Community Action Agency for McHenry County P.O. Box 226, Woodstock, IL 60098 1100 North Division, Harvard, IL 60033 815/943-5535	Lyle Johnson 554 Fremont Woodstock, IL 60098 815/338-3517
SUMMER ONLY PROGRAM DeKalb Area Migrant Education Program DeKalb Community Unit District #428 145 Fisk Avenue DeKalb, IL 60115 815/758-3474 (Cassani Office) 815/758-7431 (District Office)	John Cassani 111 Cynthia Place DeKalb, IL 60115 815/756-9911
YEAR-ROUND PROGRAM Diamond Lake District #76 500 Acorn Lane Mundelein, IL 60060 312/566-9220	Donald L. Kroening 81 Crescent Drive North Sylvan Lake Mundelein, IL 60060 312/949-5338
FALL-SPRING PROGRAM Fremont District #79 Route #2, Box 349 Mundelein, IL 60060 312/566-0160	Ann Majicek 18 Whitby Court Lincolnshire, IL 60015 312/948-5825
SUMMER ONLY PROGRAM Grace Migrant Day Care Center 266 Somonauk (Summer Address) Park Forest, IL 60466 % Illinois Migrant Council (Yr. Rd. Add.) 1540 Halsted Street Chicago Heights, IL 60411	Tina McGrath 96 East 24th. Street Chicago Heights, IL 60411 312/754-6915
YEAR-ROUND PROGRAM Hoopeston District #11 615 East Orange Hoopeston, IL 60942 217/283-6662	Tom Wonderlin 706 East Main Street Hoopeston, IL 60942 217/283-6491

PROJECT NAME/DISTRICT Address and Phone Number	PROJECT DIRECTOR'S RESIDENCE Address and Phone Number
SUMMER ONLY PROGRAM Holy Cross Mendota Migrant Project 1004 Jefferson Mendota, IL 61342 815/539-7003	Sister Mary Ventura 4 St. Kevin Drive East Alton, IL 62024 618/259-6040
YEAR-ROUND PROGRAM Highland Park School District #107 Green Bay Road School 1936 Green Bay Road Highland Park, IL 60035 312/432-9210 (Green Bay) 312/432-9254 (Board Office)	Denis Ciezadlo 1415 Maple Street Glenview, IL 60025 312/298-3097
SUMMER ONLY PROGRAM Joliet Public Schools Parks School Parks Avenue and Ohio Street Joliet, IL 60432 815/723-1911	Edward James 1613 Marquette Road Joliet, IL 60435 815/725-6538
SUMMER ONLY PROGRAM Kankakee Valley Summer Migrant Program 410 South Small Avenue Kankakee, IL 60901 815/933-0729	Dr. George Kreutzer 1468 West Hawkins Kankakee, IL 60901 815/939-1769
FALL-SPRING PROGRAM Mendota Elementary District #289 805 Fourth Avenue Mendota, IL 61342 815/538-6226	Mike Castiglia 1012 Meadowview Drive Mendota, IL 61342 815/538-4541
SUMMER ONLY PROGRAM Our Lady of Good Counsel School 621 Talma (Summer Address) Aurora, IL 60505 312/851-4400 K.D. Waldo Jr. High (Yr. Rd. Address) 56 Jackson Aurora, IL 60505 312/398-8820	Clem Mejia
YEAR-ROUND PROGRAM Palatine School District #15 505 South Quentin Road Palatine, IL 60067 312/934-2860	Dennis Monahan 1445 West Touhy Park Ridge, IL 60068
YEAR-ROUND PROGRAM Princeville School District #326 Princeville Elementary School 602 North Town Avenue Princeville, IL 61559 309/385-4994	Robert V. Dawson, Jr. R.R. #1, Box A-75 Chillicothe, IL 61523 309/274-3712

PROJECT NAME/DISTRICT Address and Phone Number	PROJECT DIRECTOR'S RESIDENCE Address and Phone Number
SUMMER ONLY PROGRAM Rochelle Summer Migrant Program Central School Fifth Avenue and Eighth Street Rochelle, IL 61068 815/562-6363	Fred Rivera R.R. 13, Woodlawn Acres Rochelle, IL 61068 815/562-6042
SUMMER ONLY PROGRAM Round Lake Area Schools 316 South Rosedale Round Lake, IL 60073 312/546-0660, 312/546-5522	Jim Rogers 222 South Rosedale Round Lake, IL 60073 312/546-3770
SPRING ONLY PROGRAM Stockland Community Consolidated #253 Box 76 Stockland, IL 60967 815/682-4275	
SUMMER ONLY PROGRAM Unity Point School District #140 R. #1, Box 199 Carbondale, IL 62901 618/549-8322	Dolores Ozuna Koster R.R. #1 Carbondale, IL 62901 618/549-9676
YEAR-ROUND PROGRAM West Chicago Elementary District #33 312 East Forest Avenue West Chicago, IL 60185 312/231-1670	Reg. Term Director Dr. Barbara Deitch Waller 2733 North Richmond Chicago, IL 60647 Summer Term Director Dr. Peter Alvino 30 West 144 Maplewood Court Warrenville, IL 60555 312/393-3872
FALL ONLY PROGRAM Westmer Community Unit District #203 Box F Joy, IL. 61260 309/584-4173	Janet McGraw
FALL/SPRING ONLY PROGRAM Wheeling School District #21 999 West Dundee Wheeling, IL 60090 312/537-8270	Debra Spink 254 Hill Avenue Bartlett, IL 60103 312/830-0373 Gerald Kiffel 1029 Anthony Wheeling, IL 60090

ILLINOIS MIGRANT COUNCIL

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Executive Director
Illinois Migrant Council
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Chicago, IL 60604

(312) 663-1522

Janie Peterson
State Coordinator for YETP
202 South State Street
Chicago, IL 60604

Bradley Woodruff
Midwest Director for YETP
202 South State Street
Chicago, IL 60604

* * * * * * * * * * * * * * * * * * *

Bilingual Vocational Education Project

Jeanne Lopez-Valadez
Project Director
Bilingual Vocational Education Project
Northwest Educational Cooperative
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Arlington Heights, IL 60005

(312) 870-4100

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ILLINOIS MIGRANT COUNCIL

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Regional Director
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Aurora, IL 60506

(312) 859-8015

Carbondale Region

Fred Bernstein
Regional Director
606 East College Street
(or P.O. Box 3128)
Carbondale, IL 62901

(618) 457-6727

Chicago Heights Region

Jorge Febres
Acting Regional Director
1540 Halsted St.
Chicago Heights, IL 60411

(312) 756-1500

Hoopeston Region

Ricardo Maestas
Regional Director
217 South Bank Street
(or P.O. Box 368)
Hoopeston, IL 60942

(217) 283-5521

McHenry Region

Santiago Gonzales
Regional Director
3322 West Elm Street
McHenry, IL 60050

(815) 344-5110

Moline Region

Irma Diaz
Regional Director
1630 5th. Avenue, Room 541
Moline, IL 61265

(309) 797-9539

Peoria Region

Linda Paul
Regional Director
707 Northeast Perry St.
Peoria, IL 61603

(309) 674-1752

Rochelle Region

Susan Davis
Regional Director
404 Lincoln Highway
Rochelle, IL 61068

(815) 562-7890 or 562-5536

Appendix L

Selected Resource Materials

Request specific information about the education of migrant youth from:

1. ERIC/CRESS
   P.O. Box 3AP
   New Mexico State University
   Las Cruces, New Mexico 88003
   Telephone: 505-646-2623

2. de la Rosa, Raul and Eugene de G. Hackett
   NATIONAL MIGRANT EDUCATION PROGRAM, MATH SKILLS INFORMATION SYSTEM
   January 1979, 32 pp.
   National Educational Laboratory Publishers, Inc.
   813 Airport Boulevard
   Austin, Texas 78702
   Stock #EC-070
   Price $3.50

3. Winford "Joe" Miller, Director
   MIGRANT STUDENT RECORD TRANSFER SYSTEM
   State Department of Education
   Little Rock, Arizona 72201
   Telephone: 501-371-2719
   (47 skills are listed for reading. Other materials are available in other academic areas.)

4. PROJECT CHILD: COMPREHENSIVE HELP FOR INDIVIDUAL LEARNING DIFFICULTIES
   Gloria Mattera, Director
   Geneseo Migrant Center
   State University College
   Geneseo, New York 14554
   Telephone: 716-245-5681

5. Lynch, Robert
   MOTIVATING MIGRANT SECONDARY STUDENTS: NO ONE CAN STOP YOU BUT YOURSELF
   Available from National Education Laboratory Publishers, Inc.
   813 Airport Boulevard
   Austin, Texas 78702

6. HANDBOOK FOR TEACHERS OF MIGRANT CHILDREN
   Michigan State Department of Education
   Lansing, Michigan
   ED-038 203 (Contact ERIC/CRESS or obtain through nearest ERIC Microfiche collection.)

7. SUGGESTIONS FOR TEACHING THE MIGRANT PUPIL
   Richard School District, 1967, 75 pp.
   Shaftner, California
   (Contact ERIC/CRESS or obtain through nearest ERIC Microfiche collection.)
   ED 024 489

Appendix M

Sample Instructional Activities Infusing Career Development And Basic Academic Skills

I. LANGUAGE AT THE WORK SITE
(Vocabulary Development, Spelling, Grammar, Occupational Information)

II. I NEED TEN COPIES RIGHT NOW
(Mathematics, Consumer Education, Business)

III. THANKS, BUT I'D RATHER DO IT MYSELF
(The Economics of Entrepreneurship, Language Skills, Mathematics)

IV. FOCUSING ON FOOD INTAKE
(Occupational Information, Nutrition, Language Skills, Psychology)

V. FOCUSING ON HUMAN REPRODUCTION
(Health, Occupational Information, Social Studies)

I. LANGUAGE AT THE WORK SITE
(Vocabulary Development, Spelling, Grammar, Occupational Information)

Ask the Resource Person to help you identify the different kinds of jobs that people hold in the organization. Try to obtain the most accurate technical title for each job and list them below:

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

A. Select one person to observe and interview:

Name of Person _____

Job Title _____

B. Observe the person at work and get the following information (ask questions, if necessary):

	High	Medium	Low
1. To what extent does the person's job deal with the following:			
a. Information	( )	( )	( )
b. People	( )	( )	( )
c. Things (tools, equipment, etc.)	( )	( )	( )
2. To what extent does the job require the person to:			
a. Follow definite instructions	( )	( )	( )
b. Be his or her own boss	( )	( )	( )

3. What kind of instructions does the resource person use in performing the job? (Check one)

Prescribed _____ Discretionary _____ Mixed _____

4. Listed below are several action verbs which represent many of the activities performed on jobs. Please select the action verbs that best describe what your resource person does by placing a circle around the verbs.

Alphabetizes	Grades	Designs
Memorizes	Excavates	Experiments
Classifies	Mixes	Advises
Identifies	Sets-Up	Adds
Interprets	Solders	Subtracts
Summarizes	Adjusts	Counts
Records	Detects	Measures
Copies	Replaces	Estimates
Edits	Services	Divides
Asks	Writes	Multiplies
Composes	Arranges	Calculates
Describes	Controls	Serves
Discusses	Drives	Sorts
Persuades	Draws	Sprays
Directs	Examines	Tests
Performs	Entertains	Fabricates
Instructs	Files	Assembles
Signals	Lubricates	Boxes
Listens	Manipulates	Cuts
Interviews	Marks	Nails
Types	Listens	Welds
Compiles	Posts	Installs
Cleans	Compares	Drills
Forms	Coordinates	Finishes

5. On the following page is a chart with five blank areas. Fill in each of the action verbs you have selected and circled from the list above and tell what action is being done in the first column.

   In the remaining four blanks write what the result of the action is, what tools, equipment or work aids are used, what instructions do the workers receive and what performance standards are to be met.

1	2	3	4	5
What action is being performed?	What is the purpose of the action?	What tools or work aids are used in this section?	Are the instructions prescribed or discretionary?	What levels of performance or standards are to be met? Both quantity and quality.
Types letters and memos	To send to possible customers	Typewriter and letterhead stationery	Types all letters on same form but uses boss's notes	Letters must be neat and very accurate

E X A M P L E

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II. I NEED TEN COPIES RIGHT NOW
(Mathematics, Consumer Education, Business)

Imagine This:

Students will make designs to advertise a school function (Open House, Field Day, etc.) and then choose one poster design to reproduce in quantity.

Resources Needed:

1. School business manager and school secretary.
2. Access to a copier.

Follow These Steps:

1. Decide on a school function to advertise. Make sure students understand the purpose of the event, date, location, etc. Ask them to prepare black and white posters to advertise the event. Tell them the group will decide on one design to use for quantity reproduction. All posters should be used even though only one is to be reproduced. Choose the poster to be reproduced and save the others to display when the final copies are obtained.

2. Invite the school secretary or business manager to discuss costs of different methods of reproducing copy. Ask the students to find out if their parents have used local copying and/or printing concerns. What did they have done? How much did it cost?

3. Ask the students to find out from treasurers and secretaries of various community organizations how they produce their regular communications to members. Put the information on index cards and start a file. Organize by number of copies produced and discuss the purposes of the various communications.

4. Ask the students to price new copying machines. Figure out what would be the cost of reproduction (not counting labor, space, and maintenance costs, and depreciation) for each piece if one owned the unit. What would be the break-even point?

5. Ask the principal (or superintendent) to explain reasons for buying, renting or sending work out to an outside firm. Get the posters reproduced and use all posters to advertise the event.

Observe and Examine:

1. Which students find it difficult to do comparison shopping? Why do they want to get the job over with and not save money by going for a lower bid? Do they feel funny about discussing prices? Could this be because they have no experience in deciding money questions?

2. Who wants to own everything? Is this because the student likes to possess things, or is it because thought was used to figure out whether renting, owning, etc., was best? How will you get students to realize that the business world looks at "the bottom line," that a person in the business community needs liquid assets as well as borrowing power?

3. Who feels that all work should be original? Explore the esthetic sensibilities of these students to bring out their feelings for the uniqueness of products. Which "collectors" in your community can contribute their explanations to this dimension of life?

Continue With:

1. Discussions:

   a. Copyright laws and schools.
   b. The need for personalized printing such as business cards, invitations, etc.

2. Research reports on:

   a. The future of franchises for "quick copy" stores.
   b. The history of copyright laws.
   c. New technology in the printing world.

3. Special interviews with:

   a. Accountants (buy versus rent, depreciation, etc.).
   b. Copier machine sales representatives.
   c. Manager of a printing concern.

III. THANKS, BUT I'D RATHER DO IT MYSELF
(The Economics of Entrepreneurship, Language Skills, Mathematics)

Imagine this:

Students will take their fingers walking through the Yellow Pages to find out occupations where people are self-employed. They will compile a guide to self-employment opportunities for the school's learning center.

Resources Needed:

1. An accountant who works with self-employed people.
2. A banker who loans money to people who have businesses of their own.
3. Several resource people who are self-employed or who have been at one time in their lives.

Follow These Steps:

1. Ask the students to look through the Yellow Pages to make up a list of people who appear to be self-employed. Have them select a number of occupations which appeal to them and make mobiles about these occupations. They can use tools or other notable characteristics to compose their pieces.

2. Invite several resource people to tell how they got started, how they progressed, and what their plans for the future look like. You may divide your class into small groups and arrange a round robin type of activity or invite one person in for a class period at a time.

3. Discuss the advantages and disadvantages of being self-employed. Which elements appear new to the students? Which priorities of the resource people surprised your class? What work did the resource people have to learn to do which was unexpected?

4. Have the students separate the part-time occupations from the full time occupations. Discuss which part-time occupations could become full time work. What would need to be done to increase business? Are some jobs better when done part-time? Why?

5. Organize a class project which will produce a guide to self-employment opportunities in your community. Indicate resources where an interested person could find out more about each occupation. Invite the executive secretary to your local Chamber of Commerce to be present when your class presents the guide to your school's learning center. Newspaper coverage would help, too.

Observe and Examine:

1. Which students have it in mind already that they don't want to work for someone else? Where did they get the idea? Are their parents encouraging the idea? Do school programs give enough opportunities for these students to experience the joys and sorrows of "going it alone?" Do you personally encourage activities where students can work alone devising plans for an independent enterprise? Are the students learning to be independent, or to work without assistance from others?

2. Who seems to have talent and good skills, but is wary of doing things alone? Is their reticence due to lack of self-confidence or due to fear of failure? What is your favorite way of exciting interest in self-initiated projects? What rewards do you give to those who dare things on their own? How do your students see you in regard to class activities? When do you tell them you've designed something just for them? When do you appear as your own wonderfully happy and successful creative agent?

Continue With:

1. Mathematics:

   a. Invite an accountant to discuss how a self-employed person has to keep records of his/her financial activities. Show the various forms which must be filled out for local, state, and federal authorities.

   b. Invite a banker to discuss how business loans are set up for people who are self-employed. What collateral is needed? How is the loan supervised? What happens if the person has difficulty in meeting his/her commitments?

   c. Figure out the tax advantages of having a business in your own home. How are the percentages determined for business as opposed to personal use of the dwelling?

2. Language Arts:

   a. Investigate the speaking and writing skills needed by people who have to deal with accountants and bankers in order to do the proper paperwork and to secure funds for their work. How did the self-employed person learn the communication skills to proceed on his/her own? What specific courses in school were helpful? Did they realize the benefits of those courses at the time?

   b. Examine the relationship between the strength of one's ego and the ability to listen. Are people who are intensely trying to make it on their own handicapped in that they don't listen to advice given by others too easily? Does strong commitment towards personal success negate one's motivation to solicit help from others?

IV. FOCUSING ON FOOD INTAKE
(Occupational Information, Nutrition, Language Skills, Psychology)

This Activity Should:

help students understand how fad diets and unusual food practices should be evaluated with respect to an individual's specific bodily needs.

The Student Should Be Able To:

1. review foods in the four basic food groups.
2. state the relationship of calories to the body's energy needs.
3. plan diets for a variety of individuals with differing energy needs.
4. describe occupations of people who work in this area.

Things The Teacher May Need:

1. a home economics teacher/researcher/writer whose specialty is nutrition.
2. a telephone directory.
3. diets for athletes, pregnant women, astronauts.

Activities:

1. Ask the students to list their favorite foods and tell how they are usually prepared. Have them make three columns next to these foods and check which ones they would plan to eat if: 1) they were mainly resting, doing very little work, 2) living a normal routine of moderate work and play, and 3) engaging in demanding work, play, or undergoing heavy stress. Discuss their reasons for the foods they chose and ask them to substantiate their claims by noting the nutrients they would get from their choices. Make a list of how they will use authorities to validate their claims.

2. Invite a home economics teacher/researcher/writer whose specialty is nutrition to speak to your class about research procedures and the ways research is reported. Examine training diets for athletes, astronauts, and the special needs of pregnant women. Compare changes in recommendations over the last fifty years. Note significant modifications due to organized research. List changes in eating habits due to technological developments in agriculture, food processing, and/or food preparation.

3. Look through the yellow pages to find out who offers diet weight control or nutritional programs. Call various social and religious organizations to learn if they sponsor such programs. Have the class members call the program directors to learn what authorities were used to prepare the programs. Get names and addresses of people (and organizations) and write requesting information about the kind of research undertaken, size of sample population, sponsoring agency, and limitations of the study. Organize a file for returns by discussing the various ways catagories could be established and then deciding to use a system you can manage effectively. Code responses.

4. Divide the class into small groups and have each group plan a variety of diets for each member of the group. Ask each person to record age, height, weight, sex, and other factors which would influence the preparation (or analysis) of a diet.

5. Have each student in the group select an adult with a "demanding" occupation and arrange a special nutritional plan for that person. Indicate how the foods should be prepared, when they should be eaten, and substitutes in case particular foods become unavailable for any reason. Write to the adults with a letter of explanation about the educational/research project. Ask them to follow the diets, if possible, and to write back about their activities. Report the whole project in the program's newsletter.

V. FOCUSING ON HUMAN REPRODUCTION
(Health, Occupational Information, Social Studies)

This Activity Should:

help students understand human birth, growth, reproduction, and sexuality.

The Student Should Be Able To:

1. describe the fertilization of an ovum by a sperm cell and the process of human reproduction until the baby is born.
2. list responsibilities of parents of a newborn.
3. discuss sexual concerns of young people, especially ways to plan conception.
4. note occupations of people who work in this area.

Things The Teacher May Need:

1. question box
2. an advisory committee
3. a telephone committee
4. a school nurse (or other authority) for a resource speaker
5. a bibliography of accessible materials

Activities:

1. Form an advisory committee of your principal, the school nurse, a member of your local medical society, a social worker (or Interstate Counselor) who works especially with adolescents, and interested parents. Tell the committee your proposed plans and invite their suggestions about increasing your knowledge of needs, services, and other concerns of adults in your area. Review background materials available to students in your class and check to see contemporary and accurate information is accessible about conception, preventing conception, pregnancy, abortion, birth, venereal disease, masturbation, homosexuality, and other concerns of young people this age. Discuss realities and develop group understanding of broad policies and goals. Give out bibliographies.

2. Set up a question box and encourage students to write their concerns about birth, growth, reproduction and sexuality. Use the Yellow Pages of your local telephone book to make a list of community resources which specialize in giving health information and health care to adolescents and youth. Have each student ask his/her parents about the various organizations to find out their parents' opinions about the resources and to find out parental attitudes about such information and care.

3. Develop a directory of the agencies and organizations with anecdotal information about what is "believed" about each. Divide the class into research teams and contact your community's resources to validate beliefs and to add to your records additional pertinent data. Indicate which ones can be visited free, which are confidential, which are affiliated with other agencies, etc.

4. Ask each research team to present a report about community concerns and problems as viewed by agency personnel. Cross check information and suggestions with reports from several research teams, then prioritize your community's needs based on your investigations. Invite your advisory committee to meet with your class to discuss your recommendations.

5. Produce a fact sheet based on questions put into your question box, work with your advisory committee and community agencies, and your observations of young people's concerns. Ask students to evaluate the fact sheet and write comments about how the activity could be improved. Review their suggestions with them and list occupations of people who might be included the next time you teach this unit.

Appendix N

A Guide for Discussing the First Week's Plans
(Based on the DeKalb Summer Migrant Educational Program)

I. Program Plan for First Week

II. Daily Activities for Teachers

III. Outcomes for the First Week

- A. Students
- B. Parents
- C. Program Staff

IV. Evaluation

I. Program Plan

Monday

Arrival by bus

Breakfast

Welcome, name tags, introductions

Orientation and administration, rules and procedures

Check records

Screen for abilities (groupings)

Form groups

Inventory interests, hobbies, expectations, and occupations each student might like to explore

Discuss school, family, and future

Teach interviewing skills -- have students interview the teacher, then each other; develop questions for after-lunch interview

Film (to be determined)

Lunch

Recreation

Meet people who prepared and served meal (brief interviews in groups)

Meet all staff (brief talks and interviews in groups)

Groups (choose names, program theme, activities, schedule, aims, content orientation, student expectations)

Write a Directory ("The People of Our Program") using worksheets

Write a Personal Biography (extend to next 5 years)

Review day and set expectations for Tuesday, especially behavior on trips

Tuesday

Arrival by bus

Breakfast

Review written work of previous day

Discuss student-planned projects in groups:

1. Newsletter
2. Open House
3. Picnic/Fiesta
4. Track and Field
5. Craft Show/Entertainment
6. July 4th sales
7. Appreciation Banquet

Tour of DeKalb by bus (see tour itinerary)

Picnic at Hopkins Park

Continue tour of DeKalb by bus (see tour itinerary)

Write papers -- "Impressions of DeKalb" and career opportunities

1. likes/dislikes
2. qualifications/abilities
3. needs

Suggestions for DeKalb Tour Itinerary

DeKalb

A.O. Smith

Country Pride Meat Processing

Indoor Vegetable Production Factory

Del Monte

Spaulding

General Electric

Airport

Children's Learning Center

Barber-Greene

DeKalb Ag Research

Kishwaukee Community Hospital

Hopkins Park

Neighborhoods in various parts of town

Public Golf Course

Ellwood House

Northern Illinois University -- Food Services, University Center

Elementary Schools

Churches

Shopping Centers

Various Restaurants and Fastfood Franchises

Wednesday

Arrival by bus

Breakfast

Teachers meet groups all morning; focus on "Managing Meals" theme.

Content to be related to teacher's speciality and group level.

Preparation for field trips in afternoon.

Review of interviewing and purpose of site visit

Roleplay behavior for visit

Lunch -- recreation

Field trips by groups to at least 2 sites

2 - 2:30 Writing Interview Logs and Impressions

Thursday

Arrival by bus

Breakfast

Teacher meets with group all morning -- prepare material for newsletter, review, and teach content appropriate to specialty

Prepare for interviewing resource people in groups

Lunch -- recreation

1 - 2:00 p.m. -- ESL to have 2 or 3 resource people (20 min. each), one after the other. Other groups to use round robin approach and have 3 to 4.

2 - 2:20 Write Interview Logs, articles for newsletter; research for clarification, and other student-oriented projects.

Friday

Arrival by bus

Breakfast

Groups to work on subject content related to theme

Newsletter Editorial Board to produce 6-page paper with Diane, Julie, Jim Nies

a. 1st page - Mike E., Matt, John, Gail: Welcome, overall program and announcements.

b. 2nd page - Mike D.

c. 3rd page - Dick

d. 4th page - Mike E.

e. 5th page - Elaine

f. 6th page - Diane, Julie

Lunch -- recreation

Student-oriented project groups to meet with staff coordinators of projects for 20 minutes

Subject groups to plan options in health for next week

Discuss people, places and things. Build curiosity. Gather questions.

Read newspaper and review week

Get evaluations from students

II. Daily Activities for Teachers

Monday

A. Greet students, help with name tags, introductions, and orientation

B. Assist in screening, inventory of interests, and showing film or slides about the community

C. Greet class group, introduce self and have students introduce themselves, then choose volunteers to work on student-oriented projects (see Program Plan)

D. Teach interviewing skills

1. Use self as resource person
2. Help students interview each other in triads; give out lists of questions as guides. Have students switch roles.

    a. (Resource) person to be interviewed
    b. Interviewer
    c. Analyst (listener and critic)

3. Discuss information obtained, the process of interviewing, and work on interview logs (worksheet)
4. Prepare for interviews after lunch

E. Have lunch, participate in recreation

F. Meet and interview staff who prepared and served the lunch meal

G. Meet and interview all staff -- use interview logs

H. Have each student develop a "People in Our Program" directory for him/herself. (Teach dictionary skills.) Have each student write an autobiography. Help them point their writing to plans for the future. Use career development vocabulary and concepts. Encourage students to work together in small groups if they desire. (See Program Plan).

I. Review the day and discuss plans for Tuesday

J. Go to the bus with students

K. Meet with other staff to discuss interests, needs, and concerns of students

Tuesday

A. Talk with students about your interests, hobbies, etc. during the time buses are unloading. Listen to what they reveal about themselves.

B. Review the interviewing process and the Directory. Focus on career development vocabulary.

C. Prepare for bus tour of DeKalb by discussing behavior on bus, at sites, and in park.

D. Tour, especially noting food service establishments.

E. Hopkins Park -- lunch, recreation.

F. Tour, with stop at N.I.U. Student Center for juice and carrot sticks, and tour of the kitchen area. Talk with people working at the site if possible.

G. Help students write impressions of the tour. Emphasize career information obtained. Note questions of students.

H. Review the day's goals and plan for Wednesday.

I. Go to the bus with students.

J. Share information obtained about individual students at staff meeting.

Wednesday

A. Talk with students about tour on Tuesday while buses are unloading.

B. Work with your own group to prepare for the afternoon field trips and Open House. Review interviewing skills. Relate academic areas to unit.

C. Lunch -- recreation

D. Visit two or more community sites. Interview the person-in-the-occupation.

E. Help students in your group write interview logs and point their thinking toward writing an article for the newsletter.

F. Review the day and plan for Thursday and Sunday.

G. Go to the bus with students.

H. Discuss academic and experience-centered activities in staff meeting.

Thursday

A. Talk with students about their writing, career interests, and career development vocabulary while buses are unloading.

B. Work with your group to prepare newsletter articles, Open House, and to plan for resource people in the afternoon. Review interviewing skills with your group. Discuss problems, "best" approaches, etc. Give remedial help and basic instruction in your content area.

C. Lunch -- recreation

D. Round robin interviews in your group with 3 resource people at the school.

E. Help students in your group write interview logs and newsletter articles. Try to give everyone a byline. Articles can be written by teams.

F. Go to the bus with students.

G. Discuss the progress and problems of your students in building self-confidence and communication skills.

Friday

A. Talk with students about the activities for the Open House while buses are unloading.

B. Work with your group to finish articles for the newsletter. Give remedial help and basic instruction in your content area to individuals. (Editors to work on printing copy the rest of the morning.)

C. Lunch -- recreation

D. Work with student-oriented projects for 20 minutes.

E. Work with your group:

1. Review activities of groups
2. Review accomplishments of individuals
3. Read newsletter, plan for Open House, and talk about students being catalysts for change in their families
4. Use evaluation form to evaluate the first week's program in terms of their growth
5. Plan for next week's activities

    a. Swimming
    b. Hobbies, interest-oriented activities, career searches

F. Go to the bus with students.

G. Meet with staff to sing, dance, and be merry because you have initiated a revolution in education for migrant youth.

III. Outcomes for the First Week

A. Students will be:

1. Introduced to all staff members in the program.
2. Introduced to program goals and activities.
3. Focusing on their interests and goals.
4. Learning interviewing skills.
5. Practicing interviewing skills with program staff, high school students, people who prepare and serve meals in the DeKalb public schools, people who work in food service establishments, and people who manage meal preparation and service.
6. Utilizing the language of career development with active adults.
7. Knowledgeable about the DeKalb community.
8. Exploring various occupations in food preparation and food service.
9. Producing a newsletter and learning about occupations in the printing industry.
10. Planning an Open House for their parents.
11. Achieving concepts and skills in the academic areas of English; mathematics; social studies e.g. consumer education, economics; and health.
12. Producing a written record of their own feelings and thoughts for:
    a. their own use,
    b. their parents,
    c. program staff in DeKalb,
    d. school officials in Texas and other regions
13. Building communication skills, self-confidence, and motivation to think ahead of themselves in time.
14. Provided specific ways they can become catalysts for change in their own families.

B. Parents will be:

1. Receiving communication about program goals, program activities, and achievements of students.
2. Participating in sharing sessions with program staff at the Open House.
3. Learning about the DeKalb community through their children.
4. Learning about their children's interests and career concerns.
5. Learning about the language of career development.

6. Learning about career opportunities in the food preparation and food service industries.
7. Knowing whom to contact in the program for assistance in helping their children's career development and/or academic progress.
8. Receiving requests from their children to vary their food purchasing, preparation, and intake.
9. Meeting other parents undergoing similar happenings in their families.

C. Program staff will be:

1. Introduced to all students and their parents.
2. Aware of student interests and achievement levels in academic areas.
3. Building communication within a small group.
4. Relating specific academic content and skills to food preparation and food service.
5. Teaching remedial skills in foundational academic areas to individuals based on their specific needs.
6. Knowledgeable about people and places to utilize as resources for the first unit.
7. Teaching interviewing skills, the language of career development, and ways in which students can share information with their families.
8. Producing a personalized program for each student, e.g. writing, direct experiences, conferences.
9. Producing a newsletter and initiating other student-oriented projects.
10. Participating in an Open House for parents.
11. Working as a team.
12. Learning how to plan and implement a Life-Centered Program.

IV. Evaluation

This adaptation of the form for "student outcomes" can be used for a quick evaluation of outcomes for parents and program staff, too. The checklist takes little time and can lead to a good discussion for a "regular" staff meeting devoted to staff development.

Students	Yes	Somewhat	No
1. Introduced to all staff members in the program.			
2. Introduced to program goals and activities.			
3. Focusing on their interests and goals.			
4. Learning interviewing skills.			
5. Practicing interviewing skills with program staff, high school students, people who prepare and serve meals in the DeKalb public schools, people who work in food service establishments, and people who manage meal preparation and service.			
6. Utilizing the language of career development with active adults.			
7. Knowledgeable about the DeKalb community.			
8. Exploring various occupations in food preparation and food service.			
9. Producing a newsletter and learning about occupations in the printing industry.			
10. Planning an Open House for their parents.			
11. Achieving concepts and skills in the academic areas of English; mathematics; social studies e.g. consumer education, economics; and health.			

Appendix O

Forms to Facilitate Communication

The following forms will help planning as well as help record-keeping and evaluation.

I. Student Diagnostic Information Form

II. A Guide for Setting Up Interviews With People at the Resource Site

III. Resource Development Outline

IV. Pre-Visitation Check List for Teachers

V. Resource Person Information Sheet

VI. Student Interview Log

VII. Conference Follow-Up of Career/Vocational Experience

VIII. Program Evaluation by Resource Person at Work Site

IX. Teacher Evaluation of Interview

X. Student Personal Evaluation

XI. Parent Evaluation of Program

I. Student Diagnostic Information Form

(Use when student first arrives in a conference situation)

1. When I leave school, I think I would like to do the following work:

2. My family would like me to work as:

3. My friends tell me I should be a:

4. My teachers have suggested that I prepare for work as a:

5. My best skill for the work world is:

6. I would like to learn these skills:

7. The questions I usually ask about a job are:
   a.
   b.
   c.

8. The questions my parents ask about jobs are:
   a.
   b.
   c.

9. Teachers could help me prepare for the world of work if they would:

10. The places I would like to visit to learn about career opportunities are:

11. Regarding the work world, I am concerned about:
    a.
    b.
    c.

12. One thing I'd definitely like to do in this program is:

II. A Guide for Setting Up Interviews With People at the Resource Site

(Use when explaining the program to potential resource people)

1. _____ Overview of program.

2. _____ Purpose of visiting the site and group size.

3. _____ What's going to happen when students arrive (general overview, quick explanation, immediate physical surroundings, interview by students).

4. _____ Questions to be asked (leave a handout for the contact person at the resource site. Choose questions from Appendix E that will be appropriate.)

5. _____ Expected frequency of visits/length of visits/when.

Site developed by _____

Place copy of resource development outline (site guide) on file.

III. Resource Development Outline

(Use when preparing a community resource file)

Name of Experience Site _____ Contact Person _____

Address _____ Phone _____

_____

Directions (if necessary)

General Description (purpose/function) of site

Special Features

Occupational areas available within site

Special restrictions/instructions regarding site (clothing, smoking, etc.)

IV. Pre-Visitation Check List for Teacher

(Use before leaving the school site for an out-of-school experience with resource people)

1. Provide general background of experience site. Elicit questions, interests, and present level of understanding about the work.
2. Review interview questions and procedures.
3. Review listening skills.
4. Review recording methods.
5. Review objectives of lessons.
6. Describe activities and resources to be used and how they are to get there.
7. Review vocabulary appropriate to visitation.
8. Familiarize students with worksheets.
9. Have students practice interviewing parents and/or adults for each theme.

V. Resource Person Information Sheet

(Use to leave a reminder of the activity)

Contact Person _____

Site _____

Number of visits expected _____ Length of each visit _____

Number of students _____

We will call you before each visit to confirm.

Visitation Format

1. A brief overview of your work.
2. Explain the immediate surroundings.
3. Provide for a small group interview. (Questions are attached.)

Contact person to call at the school:

Name _____

Position _____

Phone _____

VI. Student Interview Log

(Use to prepare and follow up an interview)

1. Name _____ Date _____
2. Theme
3. Site
4. Occupation
5. Resource Person
6. Which questions should be asked?

   a. d.

   b. e.

   c. f.

7. Which questions came up during the visit?

8. Which questions did you ask?

9. Which answers were the most interesting?

10. Was the technical language too difficult to understand? Yes___ No___
11. I need to find out more about this work. Yes___ No___
12. With a little training, I think I could do this work. Yes___ No___
13. I think I could enjoy this work. Yes___ No___
14. I think I would enjoy this work. Yes___ No___
15. I would like more experience talking with people about this career area. Yes___ No___

VII. Conference Follow-Up of Career/Vocational Experience

(Use to focus a teacher's attention on the student as a person. The more descriptive comments are written down, the better.)

1. Questions asked:

2. Responses given:

3. Terminology:

4. Tools and Technological Procedures:

5. Education and Training for Job:

6. Potentialities of Occupation:

7. Personal Likes/Dislikes of Student:

8. Assessment of Abilities/Aptitudes/Capabilities:

9. Parental Influence:

10. Relation to Personal Goals/Values:

11. Steps to be Taken for Planning:

Teacher _____

Student _____

Date _____

VIII. Program Evaluation by Resource Person at Work Site

(Use to get feedback)

Name _____ Site _____

Evaluator's Occupation _____ Date _____

Number of program visits to your site _____

1. Did you receive a sufficient overview (objectives/format) of this program?

   Yes___ No___

2. Did the visits and interviews generally proceed as you were told they would?

   Yes___ No___

3. Was there enough time to exchange ideas? Yes___ No___

4. Did the students respond well to the information you presented? Yes___ No___

5. Was your involvement in this program a worthwhile expenditure of your time? Yes___ No___

6. Would you be willing to participate in a similar program next year?

   Yes___ No___

7. What suggestions do you have for the program?

Filling out this form will help our planning for the future.
Please mail to:

IX. Teacher Evaluation of Interview

(Use to record feedback for future planning)

1. Name of resource person _____

2. Date _____

3. Teacher's Name _____

4. What were the highlights of the interview?

5. What did the students like most?

6. Did the resource person communicate at the level expected?

7. Was the person prepared for the interview?

8. What tools/terminology/technological procedures should have been discussed before the interview?

9. Would you invite this person again?

10. Suggestions to improve the educational quality of the experience:

X. Student Personal Evaluation

(Use at the end of the summer)

1. The teachers in the program listened to me. Yes____ No____
2. I have some new ideas about what kind of work I may do. Yes____ No____
3. I was able to relate my school work with my family. Yes____ No____
4. I discussed school more with my parent(s) this summer than ever before. Yes____ No____
5. I feel comfortable asking questions of adults. Yes____ No____
6. I have done some good planning for my future this summer. Yes____ No____
7. I have a new understanding for the coping all of us have to do to get along in life. Yes____ No____
8. I prefer this kind of school experience to the regular kind. Yes____ No____
9. The lesson I enjoyed the most this summer was _____.
10. The lesson I learned the most from this summer was _____.
11. The lesson I liked least this summer was _____.
12. The activities I discussed with my parent(s) the most were _____

    _____.
13. The community visit I enjoyed most was _____.
14. The community visit I liked least was _____.
15. I feel more confident that I can be successful working in a variety of job settings. Yes____ No____
16. I know how to use resources to get what I need to make good decisions. Yes____ No____
17. My teachers treated me with respect during the summer program. Yes____ No____
18. I expected and missed the following: _____.
19. My suggestions to improve the program are:

XI. Parent Evaluation of Program

(Use at the end of the summer)

1. I was well informed about the summer school program. Yes____ No____

2. My son/daughter often talked to me about his/her school activities this summer. Yes____ No____

3. My son/daughter enjoyed his/her summer school experience. Yes____ No____

4. My son/daughter's summer school helped him/her prepare for the work he/she might do. Yes____ No____

5. I was able to see some examples of the work my son/daughter did this summer. Yes____ No____

6. The thing I liked best was _____

_____

7. My suggestions for improvement of the program are:

Appendix P

Form for Migrant Student Record Transfer System

TRANSCRIPT OF COURSE WORK

DEKALB AREA STUDENT MIGRANT EDUCATION PROGRAM

Summer, 19_____

DEKALB COMMUNITY UNIT SCHOOL DISTRICT 428
145 Fisk Avenue
DeKalb, Illinois 60115
(815)758-7431 or 758-3474

Student's Name_____ MSRTS No._____

Male_____ Female_____ Date of Birth_____ Age_____ Grade_____

Parent(s) or Legal Guardian(s)_____

Home Address_____

_____ Phone ( )_____

Course Work to be Transferred

Course Title	Teacher	Hours	Grade	Credit

Enrollment Date_____ Withdrawal Date_____ Days Attended_____

Additional Information:

_____

_____

_____

_____
Official Signature Title

Transcript to:_____ Date_____

_____

DeKalb School District 428 Contact Person:_____ Phone: (815)758-7431

Appendix Q

Projecting into the Future

Three forms follow which aid teachers in moving thinking towards personal aspirations and future life roles.

What's Important To Me

This brief list helps move communicating about values to future-oriented thinking as well as analysis of opportunities in the world of work.

Job Title _____

Freedom

(Of time, movement, thinking, appearance, spending, and friendships)

Rules

(Do's and don'ts, time-keeping, safety, qualifications, penalties, etc.)

Advantages

(Benefits, pay, status, leisure, security, prospects, privileges)

Meetings

(With other workers, senior people, visitors, phone calls)

Environment

(Surroundings, services, uniforms, equipment, materials)

Work Itself

(Actions - how, when, where, why)

Outcome

(Expected results, standards, worth)

Responsibilities

(Important duties, need for effort, skill, judgment)

Knowledge

(What needs to be understood, found out? Information, advice, training)

What's Important To Me

The chart below can be used to examine known occupations and stimulate inquiry about the characteristics of various jobs. From discussion of the jobs a teacher could relate school-related academic activities to the demands, requirements, or concomitants of the jobs.

	Yes	A Little	Not Sure	A Little	Yes	
Noisy						Quiet
Dirty						Clean
With People						On Your Own
Outside						Inside
Unpaid						Well Paid
Using own ideas						Following Instructions
Varied Work						Repetitive
Traveling						Stay in One Place

Suggestions for Simulations Having to do With Problems at Work

This activity yields information about occupational vocabulary development and English skills, and experiences with planning and coping behaviors.

1. What went wrong?

2. What could have stopped things from going wrong?

3. What did the 'customer' expect?

4. How would you have planned it better? (Use the headings below)

   AIM - (Who expects what of you, where and when.)

   PLAN - (Write down what to do, where and when.)

   INFORM - (Tell all the people concerned, answer questions and confirm arrangements.)

   ACT - (Do your part on time, and according to plan.)

   CHECK - (Question progress, any changes? Everyone informed. Reminders.)

Appendix R

Glossary

academic
activity
adult activities
articulation
basic skills
career awareness
career/vocational development
career development skills
career exploration
career orientation
CETA
communicating
content
coping
credit transfer
curriculum
decision-making
designing
educational goals
educational program
Esperanza
focusing goals
focusing unit
GED
Harvest of Hope
inquiring
instruction
interests
Interstate Counselor
intervening teacher
interviewing
job awareness
job orientation
lesson
life-centered education
life role
lifestyle
migrant - (settled migrant)
Migrant Student Record Transfer System
occupation
occupational information
person-centered
person-in-the-occupation
personal meaning
planning
Recruiter
resource materials
resource people
resource site
resource unit
role model
self-image
significant person
social significance
staff development program
strand
subject matter
teaching unit
unit
values
vocational experiences
vocational training
work experience
work site

APPENDIX S

RESOURCE UNIT

FOCUSING ON WELLNESS, ILLNESS, AND HEALTH CARE OCCUPATIONS

I. A. Unit Title: Wellness, Illness, And Health Care Occupations

B. Suggested Level: Middle School and High School Students

C. Approximate Time Needed: Six Weeks

II. Academic And Career/Vocational Goals And Skills Stated Briefly In Terms Of Content To Be Learned By Students

A. Regular health examinations may reveal physical problems which can often be treated or corrected.

1. health professionals in the local community who provide physical examinations

2. reasons why periodic health examinations are worthwhile investments to individuals and to the general community

3. ways an individual may observe his/her own body processes and participate in the management of his/her universal self-care areas

4. differences between the concepts expressed in the terms sick, not sick, and healthy

a. illness

b. wellness

B. Disorder-derived demands of several illnesses need special attention.

1. special needs of people whose illnesses have left them with disorder-derived demands

2. ways services can be provided to people with disorder-derived demands

3. participation in programs which help meet the disorder-derived demands of specific individuals and groups

4. occupations in this health care area

C. Problems with teeth and/or gums may affect an individual's personal and social behavior.

1. parts of teeth and proper habits of dental cleanliness

2. food which builds or damages teeth

3. how a person's behaviors may be influenced by problems with teeth and/or gums

4. occupations in this health care area

D. Self-help programs for achieving wellness can be aided by social support.

1. some health-related problems can be alleviated by self-discipline

2. specific programs can be designed to support self-help measures in struggling against health problems

3. particular strategies promote self-help health maintenance programs

4. a person's self-image about health can be fixed on an illness-wellness continuum

5. occupations in this health care area

E. People can learn to prepare themselves for coping with various stress situations.

1. common stress situations in the school, home, and community

2. people employ a variety of behaviors to deal with stress

3. stress has definite effects on the body

4. ways to deal with the aftereffects of stress situations

5. ways to prepare for stress management

6. occupations in this health care area

F. Many occupations are involved in emergency health care.

1. disasters in the local community can be caused by potential environmental dangers created by humans as well as natural events

2. the roles of civil defense personnel and civil defense procedures employed in disaster situations

3. emergency health care to be provided by adults in the community
   a. CPR
   b. Heimlich maneuver
4. occupations of people who educate and/or train volunteers to give emergency health care

G. Technical vocabulary and technological procedures for all of the above areas

H. How spoken and written communications facilitate the work to be done in all of the above areas

I. How people planned to enter their careers in the health care areas

J. Figuring costs for health maintenance and health care activities and programs

K. Political and economic considerations affecting the future of the health care industry

L. A global perspective of sickness and wellness

III. Resources

A. Health exams
   1. a person who takes care of medical records
   2. a visiting nurse
   3. a psychologist or advocate of wholistic health

B. Disorder-derived demands
   1. a physical or occupational therapist
   2. a medical social worker
   3. a person in speech pathology or audiology
   4. a recreational therapist

C. Oral hygiene
   1. charts and/or models of teeth and gums
   2. a person who works with pets
   3. a professional in the field of dental care
   4. a videotape machine or tape recorder

D. Self-help

1. a local historian

2. a group of bankers, business people, and potential investors in new enterprises

3. someone to help make a videotape

E. Coping with stress

1. a resource person from a hypertension control program

2. a mental health worker

3. a survey form dealing with stress (see Activity E)

F. Emergency health care

1. the civil defense director of your community

2. a representative of your local medical society

3. a hospital administrator

4. a paramedic

5. a police officer

IV. Activities

A. Health exams

1. Ask students what they think is good health care, good treatment, etc. Request that they cite references for their health standards. Have them include care of children and the elderly as well as other age groups.

2. Contact community organizations interested in the "politics" of health care (The League of Women Voters, the local medical society, AARP, etc.). Examine the need (and cost) of careful record-keeping, communicating, and auditing. Invite someone who is in charge of record-keeping to inform the class of the varieties of work within the field of medical records and the need of professional attention to policies and details. Use a few mock cases to illustrate how diagnoses are checked and how differences of opinion may be worked out.

3. Invite a visiting nurse to explain the concept of patient education. Contrast the idea of developing self-help procedures with other types of treatment. Discuss the ways an individual may observe his/her own body processes and participate in the management of his/her universal self-care areas.

4. Invite a psychologist or other qualified resource person to explain biofeedback and to show the class how specific techniques can be learned, applied, and evaluated. Inquire how objective data can be obtained from qualified professionals to check on data obtained from personal sources. Discuss the term "wisdom of the body".

5. Have each group report its findings and recommendations, then ask each individual in the class to fill out his/her own health check-up chart based on their own studies of what constitutes good health. Present the work done by your class to parents.

B. Disorder-derived demands

1. Ask the students to note when they needed help in performing routine activities, who provided the help, and what modifications in their activities had to be made to adjust to the "health problem". List people and places in the community which help with habilitation, rehabilitation, therapy, and patient education programs. Invite a physical (or occupational) therapist to demonstrate techniques and talk about work performed with patients, their relatives, and employers. Discuss the skills and knowledge necessary in such an occupation and how background and training may be acquired in the regional area.

2. Invite a medical social worker to tell of efforts to get patients back into community and business activities. Go over a few mock cases and point out how important meaningful social activity is to an individual.

3. Visit a clinic specializing in speech and hearing. Note the various instruments used to diagnose and teach. Do a hearing check on a few of your class. Ask the professional about his/her daily routines. List the variety of tasks and trace the subjects involved in his/her preparation for the job.

4. Ask a recreational therapist to speak about the network of human service agencies in your community. List unfulfilled needs of people, programs which need increased funding and/or personnel, and the forecasts for funding of these programs. Determine how your class could be of social service on a one-time or part-time basis. Organize a school-related project to give direct assistance to one of the needy programs. (If all programs are fully operational and there is no special need for a project, arrange to have your students participate along with the volunteers and professionals delivering health and social services.)

C. Oral hygiene

1. Use charts and/or models of teeth to review parts of teeth and proper habits of dental cleanliness. Invite a person who works with animals to discuss animal teeth and the relationship of

of diet to teeth. Point out that many pet dogs have dental problems because their pet food is not healthy for their teeth. Discuss costs of such repairs and ways to avoid such problems. Describe how problems with teeth and/or gums may affect an animal's behavior. Relate these problems to personal and social behaviors of humans.

2. List the kinds of food which build strong teeth. Do the same for "food" which damages teeth, then find appropriate substitutes for chewing gum, cola drinks, and "junk foods" which contain a lot of sugar. Describe the formation of plaque and the stages of tooth decay. Illustrate how the "problem" dictates the type of treatment necessary, how some problems are so difficult that teeth may need to be extracted.

3. Invite a professional in dental care to discuss recent developments in the field. Describe advances in drilling, filling teeth, positioning and straightening teeth, etc. Find out how people in the profession keep abreast of new knowledge, research reports, and evaluate potential fads. Discuss a typical program for a meeting of a professional association and list the people who would plan and organize the meeting. Show professional journals and talk about the people and companies which produce the material. Indicate what kinds of exhibits one might find at a professional meeting and how the commercial exhibitors prepare for such sales campaigns. List the variety of technical jobs in the dental care field and find out which schools in your area prepare people for these occupations.

4. Examine how other cultures throughout recorded history dealt with dental problems. Share research reports, especially illustrations of wooden teeth, barber poles, etc. Discuss the accumulation of knowledge about teeth and the accelerating development of technology in this area. Review some recent dental research regarding tooth decay and the use of fluorides and phosphates. Produce a videotape showing sketches of great moments in the history of oral hygiene and dental care.

D. Self-help

1. Compare the life of people in your area with the life of people who lived in your area one hundred years ago with respect to longevity, aid for the injured and sick, infant mortality rates, and protection against communicable diseases. Invite a local historian to talk about health and medical practices in "the good old days". Discuss beliefs and expectations of the people who lived one hundred years ago.

2. List significant events in the last one hundred years which changed beliefs and expectations about personal health and life expectancy. Separate the events into positive and negative influences. Select a few negative influences and trace their

effects on the life of the population. (Increase in alcoholic consumption, accelerating pace of social life and accompanying stress, accessibility of drugs, changes in methods of food preparation ("enriched" flour) and eating habits (fast food establishments), use of the automobile for transportation, etc.) Discuss health-related problems such as alcoholism, drug abuse, smoking, weight control, stress, and nutritional deficiencies as personal problems to be overcome by education, self-help, and social programs. Identify specific community programs which help people to help themselves and contact the program directors to send literature about the activities they sponsor. Note the many self-help books and magazine articles in the popular press.

3. Divide the class into teams and charge them with the responsibility of devising a self-help program for a specific health-related problem. Help them secure background reference materials. Tell them their work could lead to business proposals because you have arranged for a group of potential investors to consider their ideas and give feedback to your class. Arrange for dates for reports to be due and assist teams to prepare their presentations.

4. List potential resource people who could provide information about the psychology of change, group size, advertising, location of program and interior decoration, legal aspects, and physiological knowledge which is valid. Review interviewing techniques and roleplay a few exchanges to check if students can zero in to get the information they will need.

5. Help students analyze their investigatory work and apply their findings to the development of "unique" self-help strategies. Invite volunteers to help students check out the validity of their proposals and to package their presentations to the investors. Rehearse the presentations and sharpen the differences in the self-help programs. Differentiate strategies and develop names for each presentation.

6. Arrange the investors' meeting and invite the "investors" to comment about the programs. Record their comments and discuss their evaluations at a later class session. Find out how many would work for the incorporation of their self-help program into the community's offering of free or low-cost health services.

E. Coping with stress

1. Read newspaper's feature stories and news accounts which illustrate how individuals encountered stress situations. List their responses, consequences, and training (or background) to make the response which was made. Invite a resource person from your community's "hypertension control" program to talk about high blood pressure, Type A behaviors, and the effect of stress on the body. Find out how hypertension is diagnosed and discuss the methods employed to control it.

2. Interview someone who works in your local mental health center to learn about common stress situations in your area. Discuss reasons why some people find it difficult to meet problems, whereas others apparently seem to be able to "sail through a sea of troubles" without being adversely affected by the experience. Talk about general approaches such as "fight or flight". Use some disguised case studies to illustrate specific behaviors which reoccur again and again to form patterns of responses. Describe ways to break habitual responses and to initiate new approaches.

3. Develop a questionnaire and survey the school staff about how they deal with stress situations. Invite a few of the respondents to talk of techniques which help a person prepare for unexpected demands (food, rest, mental alertness, etc.) and which help a person "work out" the aftereffects of the situation.

4. Prepare a mural which exhibits stress demands on the body (adrenal glands, muscles, etc.) and invite a coach to discuss how an individual or team is "programmed" to encounter stress in sports events. Ask each student to keep a personal journal to note personal development in his/her life in dealing with stress. Encourage the recording of specific behavioral responses and deliberate mindful attempts to modify or change personal actions.

HELP US DEAL WITH STRESS

1. Describe common stress situations for yourself.
2. What are your usual responses?
3. How did you learn to respond this way?
4. Are you happy with the way you deal with stress?
5. If you could change your behavior, what would you like to do?
6. What special techniques can you suggest to others?
7. What reference materials should be in the school library?

F. Emergency health care

1. List disasters and near-disasters which may affect communities such as yours. Ask the students to write activities needed to help the community in the event of a crisis situation. Have them indicate priorities for the distribution of energies and resources. Invite your local civil defense director to talk about plans to deal with several potential disasters (tornadoes, floods, leaking of dangerous chemicals, plane crash, etc.) Discuss knowledge, skills, and equipment necessary for responding to different emergency situations.

2. Ask the librarian to prepare a list of novels dealing with disasters. Have the students scan for occupations involved. Use the Dictionary of Occupational Titles and other appropriate reference materials to gather information about these occupations and to learn about related jobs. Find out which area schools prepare people for these occupations. Write or visit to learn about specific curricular offerings to prepare people to work with disasters.

3. Prepare a master listing of all community programs which assist people to learn how to deal with emergency disaster situations. Invite the principal to explain plans for the school. Ask the students to find out what preparations their families have made for fire, flood, evacuation, etc. Share sensible ideas in the form of a newsletter and give information about forthcoming community activities which are arranged to inform and protect the citizenry.

4. Invite a representative of your local medical society and a hospital administrator to speak about the provision of life-support systems in your community. Note where they are located and how they are maintained for instantaneous use if needed in an emergency. Find out how people are notified, how back-up systems from outside the community could be secured, and who would be paid for their services. Discuss specialized personnel who need to be updating their skills because of the increasing risk from environmental hazards (pesticides, nuclear radiation, polluted air and water, etc.) Indicate school subjects and out-of-school activities which could prepare a person for a career in the health occupations.

V. Products Of Students To Be Shared With Others

A. Health forms

1. check-up charts

2. medical history forms

3. lists of occupations, technical vocabulary, and technological procedures

4. interview logs

B. Disorder-derived demands

1. list of tasks involved in speech and hearing tests

2. lists of occupations, technical vocabulary, and technological procedures

3. interview logs

C. Oral hygiene

1. videotape showing great moments in the history of oral hygiene and dental care

2. lists of occupations, technical vocabulary, and technological procedures

3. interview logs

D. Self-help

1. list of positive and negative influences on life expectancy

2. list of community programs which help people to help themselves

3. a self-help program for people in the community

4. lists of occupations, technical vocabulary, and technological procedures

5. interview logs

E. Coping with stress

1. list of ways to break habitual responses and to initiate new approaches to coping with stress

2. a mural exhibiting stress demands on the body

3. a personal journal noting development in dealing with stress

4. lists of occupations, technical vocabulary, and technological procedures

5. interview logs

F. Emergency health care

1. list of potential disasters and activities to meet those disasters in your community

2. list of jobs found in the Dictionary of Occupational Titles (or other appropriate reference material)

3. list of schools in the area which prepare people for jobs found in the Dictionary of Occupational Titles

4. list of all community programs which assist people to learn how to deal with emergency disaster situations

5. a map showing where agencies which deal with emergency health care are located

6. list of school subjects and out-of-school activities which could prepare a person for a career in the health occupations

7. list of technical vocabulary and technological procedures

8. interview logs

VI. Record Keeping Of Student Progress And Achievement

A. Behavioral observations of educational staff

B. Feedback from resource people

C. Self-evaluations by students

D. Interview logs by students

E. Conference record forms by teachers

F. Tests of occupational information, health, technical vocabulary, and technological procedures

G. Personal journals of students

H. Conferences with parents

I. Analysis of written materials produced by students such as charts and lists

J. Analysis of roleplaying, mural, videotape, and other such productions

VII. How The Student Can Impact The Family

(This unit illustrates how knowledge of language, resources, and personal behaviors can increase one's chances for wellness. Various "products" can be shared, in Spanish and in English, and various services can be utilized by the family as a family.

Health needs will vary from location to location, and family to family, but this resource unit does show how communication from school to home can be facilitated, how student interest can be turned to adult concerns, and how children and their parents can work together on meeting life needs.

A final note of caution: the goal is to help each student become a resource person within his/her family. A resource person, not the decision-maker. Plan activities so the consequences of your students' behaviors with their parents will have maximum effect.)